

**District Information**

District Name:	BREMEN CHSD 228	District Address:	15233 PULASKI RD
City/State/Zip:	MIDLOTHIAN,IL,60445 3799	RCDT Number:	140162280160000
Superintendent:	Mr. Bill Kendall	Superintendent Email*:	bkendall@bhsd228.com
District Phone:	7083891175	District Fax:	7083892552
TIP Contact Name*:	Curtiss Strietelmeier	TIP Contact Email*:	cstriet@bhsd228.com
TIP Contact Phone*:	7083891175	TIP Contact Fax*:	7083892552

**Original Submission: True**

**Ammended Submission: False**

**Annual Review**

The plan was reviewed and evaluated on: 6/1/2005 12:00:00 AM

**Mid Course Correction:**

Mid course correction was needed? False

**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.*

Our mission is to transmit knowledge and culture through which young people learn in areas necessary to their continuing development.

Bremen High School District 228, as an organization, must model lawful and ethical behavior with respect to the uses of technology.

Technology should enhance effective teaching, not replace it.

Technology is a critical resource for the instruction of students and the management of the school district.

Technology is a critical tool for life-long learning.

Technology should enhance the opportunities for collaboration between and among students, staff members and others.

Technology at Bremen High School District 228 should reflect the technologies of the real world.

Technology must be implemented in a fiscally responsible fashion.

The District Technology Plan should accommodate site-based management and the sometimes-differing needs of the various campuses to the extent it is practical.

Instructional technologies should be developed in accordance with the needs of the students.

Technology should be developed in such a way as to minimize training, maintenance and support problems while maximizing system reliability, synergistic relationships and fiscal responsibility.

Technology should allow users to approach problems from a number of different perspectives.

Managerial technologies should be developed in accordance with the needs of the organization.

---

### Section I B. Data & Analysis — Local Assessment Data

---

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

In addition to the PSAE data which includes ACT and Work Keys, the District uses the Educational Planning and Assessment System (EPAS) to monitor student progress in cohort groups. The EPAS system for the class of 2008 includes the following assessments: 9th grade (fall) EXPLORE, 10th grade (fall) PLAN and 11th grade (fall) retired ACT. The culminating assessment is in the spring of 11th grade with the PSAE exams. In an effort to obtain a more thorough evaluation of our students' academic progress, the following EPAS type assessments have been added and will be monitored: 8th grade Explore (fall), 9th grade retired PLAN (spring), and 10th grade retired PLAN (spring). The graduating class of 2011 will have the full gambit of testing data that will provide a stronger evaluation of students' progress. This information is also available to the parents of our students through the Parent Portal of PowerSchool, our student information system. For the graduating class of 2008, all students, including each subgroup, showed growth over time. Analysis of the EPAS data tells us that many of our students begin their high school careers below grade level, therefore they are not initially prepared to start in grade-level classes and do not meet the prerequisite requirements for these classes. According to EXPLORE data, a weakness in students' reading and math skills exists at all four buildings. These students have EXPLORE scores in the range of 1-15.

Percentage of Students in the score range of 1-15 on ACTs College Readiness Standards: School: Math: Reading:

Bremen 44% 70%

Hillcrest 64% 71%

Oak Forest 31% 49%

Tinley Park 38% 62%

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

**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 objectives and strategies in this plan.

As mentioned earlier, there are numerous factors that may have contributed to our PSAE scores. These include the number of feeder schools within our district, increase in the number of Hispanic, special education, and economically disadvantaged students. We have also many students who start high school below grade level. Students in this district matriculate from over 26 different middle/junior high schools in seven different public districts and various private schools. There is not a common curriculum and some schools/districts have historically low ISAT scores.

Increasing Hispanic (LEP) populations have affected scores because students have difficulty reading, writing and speaking in English. Many of our LEP students do not qualify for ELL services because they have completed the maximum requirement prior to entering high school.

According to the local data, especially in math, all of our targeted subgroups (Black, Hispanic, special education, and economically disadvantaged) are making progress but start significantly below the grade/standard level that is set for traditional placement into freshman classes. Students that score below grade level may not be exposed to a rigorous enough curriculum to assure that they meet state standards. This should be monitored.

The number of economically disadvantaged students has increased, as well as the district's number of homeless students. These students need specific support to increase achievement. Even though our district is faced with numerous challenges, we have been making progress with all students, including our subgroups, through a variety of initiatives. We have instituted Summer Academies and Math Academies at all four buildings to address students' needs in reading and math. For those students needing additional assistance in math during the school year, we have provided a Double Math course whereby students take two periods of math in order to catch up with their peers. All students have access to a certified math tutor in each building to receive additional support. To provide further assistance in reading, the English Department has been using the Read 180 program for the past few years. In order to ensure that all students continue to improve their reading comprehension, the district developed and initiated a district Reading Strategies Handbook that is used across the content areas. Finally, the district adopted the EPAS system in order to assess and monitor student progress during the year so teachers can adjust instruction to meet the needs of students.

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

It is imperative that we collaborate with our feeder schools to communicate the achievement levels of their students and where we need them to start high school in reading and math. As a district we do have some articulation, especially with our BASA group. This needs to be increased. Targeted pre-high school interventions for students below grade level, as defined by the eighth grade EXPLORE score, include Summer Academies and Math Academies. These interventions would include many of our Black, Hispanic, economically disadvantaged and special education students. Additional high school interventions include articulation with the feeder schools, eighth grade Spanish and Algebra I, district Reading Strategies Handbook utilized by all staff, Double Math and Read 180. Furthermore, we must ensure that staff is trained in interventions and instructional strategies for all students in the areas of reading and math. It is our goal to have all of our students exposed to the rigorous curriculum that will allow them to continue to move forward.

---

**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 State Department of Education, the Universal Services Administrative Company, and the local community upon request.

Two of the challenges that face District 228 are the high mobility rate and the number of students who register late (after the 10-day window). At two of our schools in particular (Bremen and Hillcrest), the data illustrates the high transfer rate and also a high withdrawal rate of students.

The data below is for all four District 228 schools - transfer in statistics

Hillcrest Tinley Park Oak Forest Bremen

2003-04 NA 42 43 94

2004-05 130 62 41 120

2005-06 148 39 42 89

2006-07 166 52 42 136

2007-08 58\* 103\*

\*Current figures for this year

The data below is for all four District 228 schools - transfer out statistics

Hillcrest Tinley Park Oak Forest Bremen

2003-04 NA 38 50 136

2004-05 203 50 46 145

2005-06 160 81 66 204

2006-07 215 85 53 187

The data below is for the students who enroll after the 10-day period at the beginning of the school year.

Hillcrest Tinley Park Oak Forest Bremen

2006-07 71 67 14 41

2007-08 87 23 12 12

Homeless figures-District

2005- 8 total

2006-2 total

2007-52 total\*

\* A clearer definition, provided by the State, has resulted in the reclassification of students, whereby increasing in the number of our district students who are homeless.

Since it is the parent's responsibility to register their child/children for school on time, we must foster our relationship with our parents and continue to inform parents when to register students.

Inconsistent residency procedures in the past have caused the number of transfer students to increase. In the 07-08 school year, the district has recently implemented a more rigorous procedure to identify students who do not live within our district boundaries.

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

When this data is examined, one can see a significant mobility rate at two of the four high schools (Hillcrest and Bremen). Both of those high schools did not meet AYP in 2006-2007. This is an external factor that would be very difficult to control from a school's perspective. If these numbers continue to rise, it will be difficult to maintain academic progress due to the discontinuity of the curriculum with students who are consistently mobile.

When processing students, we again have a very high figure at one of the schools (Hillcrest) in terms of students who register after the ten-day registration deadline. Students at Hillcrest also have the highest percentage of students not living with either parent (about 40%). Tinley Park and Bremen already identified and addressed this challenge effectively, and Hillcrest started to implement changes this year.

According to the data, Oak Forest does not have an issue with registering students beyond the deadline. Through publicity, our schools have attempted to better address this issue and encourage more parents to register their child/children on time. Hopefully, the schools will benefit from students being present the very beginning of the school year.

Students who transfer into our district have difficulty being successful in our rigorous curriculum. We also have difficulty placing students who come to us from block schedules; therefore, students often lose a semester/year of instruction in core subject areas. Because of the disparity between the curricula, many students need to receive additional support in order to maintain academic progress.

**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 objectives and strategies in this plan.*

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

The District needs to establish specific assessment and placement guidelines for transfer students, especially for students who are arriving from neighboring "block-scheduling" school districts. Most of these students are only taking 3 classes and now have to take 5-6 classes at District 228, which maintains a traditional schedule.

The School District must continually reinforce to our many communities the importance of a stable educational environment. Transferring, withdrawals, and late registration of students all have a negative impact on student learning. Despite these external issues, which are difficult to control, many District students are still achieving and EPAS scores across the District are increasing. We must increase parent communication to ensure that more students register prior to the ten day drop, and start school on time.

---

### 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, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.*

All of our teachers are highly qualified.

The number of retirees over the last five years is 57, and we are expecting another 14 teachers to retire in 08-09. As a result, we have a younger staff due to our legacy teachers having retired and there is a need to adjust our induction program to ensure that the professional development needs of our new teachers are met. These new teachers require

training in techniques that address student achievement and school improvement initiatives. Data is currently being gathered for the number of teachers who are working on their first master's degree.

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

**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 objectives and strategies in this plan.*

While the number of years of experience have decreased, all the staff maintain highly qualified status with the state. The number of staff with post-bachelor's degrees has dramatically fallen due to the number of retirements in our district. Our increase in student learning, as indicated by our local assessment data, is representative of our teachers' qualifications. As our staff changes, we are challenged with aligning professional development to our shifting needs due to retirement.

**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.*

We must align teacher professional development with the needs of new and current staff. For example there needs to be a focus on lesson planning, research-based instructional strategies (works of Marzano), Differentiated Instruction, incorporating technology and Response to Intervention (RtI). As a result of attending professional development, teachers need to incorporate research-based strategies and data driven decision making as they work to improve student learning.

Our current Induction Program for new teachers is a four year, sixty hour program. The first year incorporates Classroom Management Skills I, Roles of a Teacher and an introductory course on the District 228 student data system. Within the Roles of a Teacher workshop, the focus is on lesson planning and the delivery of instruction. For the second year, there are two areas of focus: writing and reading across the curriculum and content areas. During the third year, the emphasis is on an action research project and how this analyzes a current process within the delivery of instruction. Also during the third year, each teacher may choose six hours of professional development from the Veteran Staff Development offerings as well as technology offerings. The Induction Program culminates with workshops on peer coaching and collegial evaluation.

The Veteran Staff Development workshops for the current school year are Increasing Student Motivation and Responsibility, Dealing with Difficult Students and Parents, Differentiating Instruction in Mixed Ability Classrooms, Modifying the Curriculum for Exceptional and At-Risk Learners, Test Taking Strategies, Bullying in the Classroom, Changing the Learning Climate, Minority Student Achievement, Understanding by Design and Connecting with Kids. A needs assessment completed by staff members begins the process of coordinating the staff development programs for the district. The Assistant Superintendent of Curriculum and Instruction then aligns the requests for these workshops based upon teacher needs. District 228 is studying this methodology to better meet the needs of the students as well as the staff.

Our evaluation process, as a tool, needs to be looked at as a means of supporting the school improvement process. The use of walkthroughs by building/district administration will also provide us with data that addresses our school improvement initiatives.

**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, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

In District 228, parent involvement is considered a priority by all staff. From the 2007 District Report Card, parental contact is 98.6% compared to the state's percentage of 96.1%. The trend indicates that more parents are contacted each year. All four of the high schools in the district host two parent/teacher conference dates. There is one after the first quarter and one midway through the third quarter.

Each school also hosts an incoming freshman evening for parents and incoming freshman students, with a district average of 75% attendance rate. On this evening, test scores are distributed and parents and incoming students meet with each department chairperson.

Another meeting is hosted for the incoming freshman and parents to meet with a counselor to answer any questions and determine course selection. This is done at three of the four buildings. Hillcrest combines the course selection and parent meeting into one session. These students and parents again are invited in late August or early September in the evening to prepare the students for their freshman year.

Sophomore, Junior and Senior parents receive information regarding scheduling and career decisions each year.

Communication is made with Pupil Personnel Services staff regarding academic course selection.

At two of the buildings (Bremen and Hillcrest) a Parent Advisory Board has been established. Meetings are held monthly and membership is open to all parents and community members.

Parent Booster Clubs are present in all four buildings for academics and athletics. Parents volunteer to hold offices for each booster club and general membership is encouraged. Parents are highly involved in the fund raising programs. Communication is also a priority for all staff members. Each school distributes a Parent Newsletter multiple times throughout the school year. Letters from each school's principal are mailed home at various times throughout the school year. These inform parents about upcoming activities and other information concerning the school. EPAS letters are sent out twice a year to update parents on their child's progress via standardized testing and the College Readiness Standards. Each school hosts an annual Financial Aid night where presentations are made to parents and students in regards to attaining scholarships and applying for college.

For the first time, district wide "coffee houses" were held in the fall of 2007. All community members in the four district high schools were invited to attend. In late November or early December, senior citizens are invited to come to their local high school for a holiday dinner, tour the school and be entertained by students. This is a huge success at all four schools.

A Parent Portal has been activated for parents to use the student data system via the Internet. Each student is given an identification number, and parents have the ability to access grades in progress, attendance and tardiness of their child. Currently, 52.9% of students have had their records accessed on PowerSchool, with an average of 509 outside accesses a day.

The district has purchased the "School Reach" program. This program allows the building principals and central office administrators to call or email parents regarding different subjects. This has been an overwhelming success.

There are four Strategic Planning committees consisting of parents, students, staff, support staff, and administrators.

These committees

focus on Community Relations, Finance, Curriculum and Instruction, and Student Services. Parents and students are encouraged to participate

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

**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 objectives and strategies in this plan.*

While we do not have quantitative data to illustrate the relationship between parent involvement and student achievement, research indicates that there is a positive correlation between parent involvement and student achievement.

**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.*

There will be district level as well as individual building level efforts to work toward improving student achievement through the increase of parent involvement.

---

#### Section I D. Data & Analysis — Technology Deployment Data

---

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

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

In addition to the district hardware inventory we also collected information from district stakeholders.

During registration for the 2007-2008 school year a survey was distributed to all parents in the district. The survey consisted of 10 questions. The questions ranged from the type of internet access the student had at home to specific questions concerning school related technologies

In December 2007 an on-line survey was provided to staff at all four schools. The questions again ranged from the type of internet access the student had at home to specific questions concerning school related technologies. Included also were questions on the level of support provided by the district technology team.

A standing district technology committee is in place and it meets annually to discuss technology budgeting items as well as technology professional development

The district has an on-going Strategic Planning Committee that is made of parents and other community members. Technology based discussions and recommendations are made by this group.

The district business technology coordinator maintains contact with the district feeder schools concerning the qualifications and expectations of incoming students.

During the school year recommendations were collected from the District 228 Administrative Team and the District 228 Curriculum supervisors.

Hardware and software inventory

District 228 professional development plan

Illinois School Report Cards, Help Desk reports, and student assessment data was also used.

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

Among the significant findings in the data were the following.

Less than 5% of our total population does not have a computer at home.

Approximately 98% of the students who have a computer at home have Internet Access

Nearly 90% of those students that have internet access have either DSL or Cable access

A majority of our parents feel that the amount of technology available to students is "Acceptable"

The largest concern among parents is on-line bullying and privacy and security for students while on-line

Most staff felt the amount of technology in the schools was acceptable but numerous requests to purchase newer laptops were noted

90% of the the teaching staff felt that technology issues were addressed in a timely manner.

Most teachers felt that an increased use of technology was a benefit to their teaching

**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 objectives and strategies in this plan.

At this point the district gaps in technology are mainly a result of funding for hardware in the classroom.

While purchases have been made to upgrade the computer labs and IMC at each school resources have not been provided in the areas of teacher computers and mobile labs.

An initiative was began to increase the number of ceiling mounted projectors and interactive whiteboards. This too was discontinued do to funding.

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

The district has made great gains in the areas of network resources and technology support over the last three years. Areas that still need to be addressed are upgrading district hardware resources and increasing the amount of interactive learning tools available to teachers and students.

**District Information**

Number	Item
4963	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).
565	Number of K-12 special education self-contained classroom students
326	Number of Teachers (FTE - this does not include teacher aides)
48	Number of Administrators

**BREMEN CHSD 228**

19 Feb 2008, 16:04:39 EST

**Technology Integration Plan**

Page 10 of 37

Number	Item
4	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
1	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access

**Internet Access**

Location	Type	Number of Rooms
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	220
	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	8
	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	4
	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

**BREMEN CHSD 228**

Location	Type	Number of Rooms
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	8
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	48
	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	30
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

**Computer Inventory**

Desktop computers				
	Total Desktop	High Speed Access 56k	Low Speed Access < 56k	No Internet Access

**BREMEN CHSD 228**

Desktop 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	220	20	240	220	20	240	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	240	0	240	240	0	240	0	0	0	0	0	0
	2-5 years	240	0	240	240	0	240	0	0	0	0	0	0
	5+ years	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	100	0	100	100	0	100	0	0	0	0	0	0
	5+ years	20	0	20	20	0	20	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
Administrative Offices	Under 2 years	10	0	10	10	0	10	0	0	0	0	0	0
	2-5 years	38	0	38	38	0	38	0	0	0	0	0	0
	5+ years	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	30	0	30	30	0	30	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

**Computer Inventory**

Laptop computers													
Location	Computer Age	Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	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

**BREMEN CHSD 228**

Laptop computers													
	5+ years	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
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
Mobile Computer Lab	Under 2 years	45	0	45	45	0	45	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	200	0	200	200	0	200	0	0	0	0	0	0
Administrative Offices	Under 2 years	10	0	10	10	0	10	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
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
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

**Computer Inventory**

Tablet computers													
Location	Computer Age	Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	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
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

**BREMEN CHSD 228**

Tablet computers													
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
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
Administrative Offices	Under 2 years	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	4	0	4	4	0	4	0	0	0	0	0	0
	5+ years	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
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

**Computer Inventory**

Servers													
Location	Computer Age	Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	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
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
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

Servers													
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
Administrative Offices	Under 2 years	8	0	8	8	0	8	0	0	0	0	0	0
	2-5 years	16	0	16	16	0	16	0	0	0	0	0	0
	5+ years	2	0	2	2	0	2	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
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

**Operating Systems**

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	220
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	480
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Media Center/Library	Windows Vista	0
	Windows XP (any version)	120

**BREMEN CHSD 228**

**19 Feb 2008, 16:04:39 EST**

**Technology Integration Plan**

**Page 16 of 37**

	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	265
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	45
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Teacher Offices	Windows Vista	0
	Windows XP (any version)	30
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Other Locations	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Macintosh		
Location	Operating System	Number
Instructional Classroom	MAC System 10.x	20
	MAC System 9.x	0

**BREMEN CHSD 228**

19 Feb 2008, 16:04:39 EST

**Technology Integration Plan**

Page 17 of 37

	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Dedicated Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Media Center/Library	MAC System 10.x	4
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Mobile Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Administrative Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Teacher Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
Other Locations	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0

	Other MAC	0
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

**Network Equipment**

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

**BREMEN CHSD 228**

19 Feb 2008, 16:04:39 EST

**Technology Integration Plan**

Page 19 of 37

Location	Equipment	Number
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	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	5

Location	Equipment	Number
	Switches	120
	Wireless Access Points	60
	Firewall	1
	Spam Filter	1
	Content Filter	1
	Intrusion Detector	1

**Licensed Software**

Number	Software Type
0	Networking
0	Utility Programs (Service Programs, File Compression, Disk Optimizers, etc.)
0	Personal Productivity Tools (Word Processing, Spreadsheet, Database, Communications)
0	Graphics (Business, Illustration, CAD, Animation, etc.)
0	Desktop Publishing
0	Business Software (Accounting, Mapping, Project Management, Desktop Organizers, etc.)
0	Programming packages (Computer Programming)
0	Student Information Management Systems
0	Filtering/Blocking Software
0	Anti-Virus
0	Other

**Inventory of Other Technologies**

Technology Type	Instructional	Administrative	Total
Networked Printers	0	0	0
Stand-alone Printers	0	0	0
Scanners	0	0	0
Digital Cameras	0	0	0
Camcorders/Movie Cameras	0	0	0
Satellite Dishes	0	0	0
Televisions	0	0	0
Video Microscopes	0	0	0
LCD Panels/Projection Devices	0	0	0

Technology Type	Instructional	Administrative	Total
Fax Machines	0	0	0
Graphing Calculators	0	0	0
PDA's	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	0	0	0
Whiteboard Capture Devices	0	0	0
Document Cameras	0	0	0
MP3 Players	0	0	0

**Telecommunications**

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

**Distance Learning**

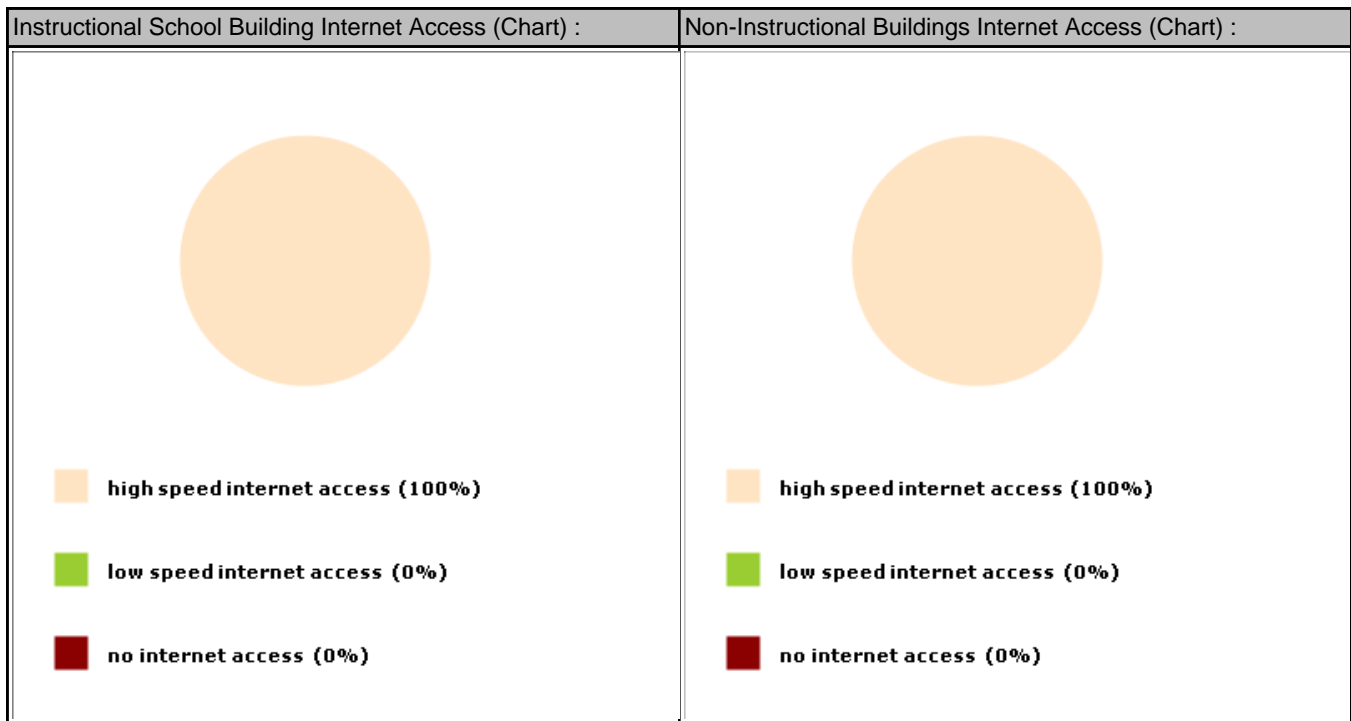
Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	0
Internet Services for Distance Learning	0
Phone line/v-tel systems	0
Other	0

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

District Information			
Number of K-12 self-contained regular classroom students. This	Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not	Number of Administrators

**BREMEN CHSD 228**

District Information					
4963	565	326	48		
Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access
4	0	0	1	0	0



Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers	220	20	480	0	120	0	0	0	48	0	30	0	0	0
Desktops	220	20	480	0	120	0	0	0	48	0	30	0	0	0
Laptops	0	0	0	0	0	0	245	0	10	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	5	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	26	0	0	0	0	0
	220	20	480	0	120	0	245	0	89	0	30	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	
	240		480		120		245		89		30		0	
Students per Computer													4.59	

Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers	220	20	480	0	120	0	0	0	48	0	30	0	0	0
Desktops	220	20	480	0	120	0	0	0	48	0	30	0	0	0
Laptops	0	0	0	0	245	0	10	0	0	0	0	0	0	0
Tablets	0	0	0	0	5	0	0	0	0	0	0	0	0	0
Servers	0	0	26	0	0	0	0	0	0	0	0	0	0	0
	220	20	506	0	370	0	10	0	48	0	30	0	0	0

**BREMEN CHSD 228**

Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers														
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	
	240		506		370		10		48		30		0	
Students per Computer													4.59	

Computers with Low Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers														
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	0		0		0		0		0		0		0	
Students per Computer													0	

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

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
500	55	1	756	0	4	580	200	0

Internet Access	
Number of Rooms	Type
0	10 mg Ethernet

Internet Access	
Number of Rooms	Type
310	100+ mg Ethernet
0	Dedicated Cable
0	DSL
8	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Number of Rooms	Type
0	Windows Vista
1160	Windows XP (any version)
0	Windows 2000 (any version)
0	Windows 98
0	Windows 95
0	Other PC
24	MAC System 10.x
0	MAC System 9.x
0	MAC System 8.x
0	MAC System 7.x
0	Other MAC

Other Technologies	
Total	Type
0	Number of Networked Printers
0	Number of Stand-alone Printers
0	Number of Scanners
0	Number of Digital Cameras
0	Number of Camcorders/Movie Cameras
0	Number of Satellite Dishes
0	Number of Televisions
0	Number of Video Microscopes
0	Number of LCD Panels/Projection Devices
0	Number of Fax Machines
0	Number of Graphing Calculators
0	Number of PDAs
0	Number of Assistive/Adaptive Devices
0	Number of GPS Devices
0	Number of Science Probeware
0	Number of Modems (below 28.8 kbps)
0	Number of Modems (28.8 kbps or above)

Other Technologies	
Total	Type
0	Number of Electronic Whiteboards
0	Number of Whiteboard Capture Devices
0	Number of Document Cameras
0	Number of MP3 Players

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

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

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

Beginning in the 2008-2009 school and continuing through the 2010-2011 school year, the district will replace 250 teacher computers and 240 student used laptops with machines that have capabilities that exceeds current software specifications and provides for long term use.

Goal 1 for Phase I : 2008-2009	
Technology will be more fully integrated into both the academic and business needs of BHSD 228, with a focus on updating hardware and network resources to address current needs and meet future staff and student requirements.	

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

Strategy1										
Create a software selection committee to identify software and hardware to meet the needs identified in the District Improvement Plan.										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
Contact curriculum supervisors to determine individuals who should be on the committee	08/11/2008	08/29/2008	0	0	0	0	0	0	0	0
Begin committee meetings and define expectations of the committee.	09/01/2008	09/12/2008	0	0	0	0	0	0	0	0

Strategy2										
Implement Web 2.0 options in to curriculum and instruction										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
Investigate Web 2.0 providers to determine options	07/01/2008	07/25/2008	0	0	0	0	0	0	0	0
Implement Web 2.0 resources such as blogs, wikis, and chat	08/04/2008	09/26/2008	0	0	0	0	0	0	0	0
Strategy3										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0
Section II C. Action Plan — Professional Development										
Strategy1										
Provide training in interactive tools for classroom use										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
On-going professional development offered in district resources such as interactive whiteboards, Qwizdom, and Safari Montage	09/01/2008	04/30/2009	9000	7500	0	0	1500	0	0	0
On-going professional development offered in how to use Web 2.0 resources			0	0	0	0	0	0	0	0
Strategy2										
Define technical skills and applications who use will be required of all employees to enhance their job performance										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
Develop a rubric highlighting each position type in the district and the necessary technology skill set for that position.	09/01/2008	04/30/2009	10000	10000	0	0	0	0	0	0
Strategy3										

**BREMEN CHSD 228**

Provide training in teacher communication tools										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
On-going professional development offered in how to create teacher websites and communicate with parents using technology			0	0	0	0	0	0	0	0
<b>Section II D. Action Plan — Parental/Community Involvement &lt;br/&gt;&lt;h5&gt;(such as adult literacy providers, public library services and district emergency crisis planning)&lt;/h5&gt;</b>										
<b>Strategy1</b>										
Provide opportunities for district resources to be used after school hours.										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
District computer labs will be utilized for training senior citizens from each community.	09/01/2008	05/29/2009	5000	5000	0	0	0	0	0	0
<b>Strategy2</b>										
Provide Student information to parents upon demand.										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
An easy to use tool will be provided to staff to create teacher websites	09/01/2008	05/29/2009	0	0	0	0	0	0	0	0
<b>Strategy3</b>										
Expand articulation meetings with the technology departments of feeder districts.										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0
<b>Section II E. Action Plan — Technology Deployment</b>										
<b>Strategy1</b>										
Purchase and deploy 250 computer workstations to replace current teacher machines										

**BREMEN CHSD 228**

Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
Define system specifications, choose specific vendor, purchase machines	03/03/2008	04/04/2008	250000	250000	0	0	0	0	0	0
Develop necessary image for new machines	04/14/2008	05/02/2008	0	0	0	0	0	0	0	0
Deploy computers to classrooms	05/05/2008	08/15/2008	0	0	0	0	0	0	0	0

**Strategy2**

Continue to develop wireless backbone at each school										
--	--	--	--	--	--	--	--	--	--	--

Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
Complete site survey to determine the total number of access points needed for coverage	03/03/2008	03/28/2008	1800	1800	0	0	0	0	0	0
Purchase wireless access points	04/01/2008	04/25/2008	0	0	0	0	0	0	0	0
Install wireless access points based on site survey	06/02/2008	08/29/2008	5000	5000	0	0	0	0	0	0

**Strategy3**

Upgrade network to improve point-to-point communications.										
---	--	--	--	--	--	--	--	--	--	--

Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
Determine access provider	01/14/2008	02/01/2008	0	0	0	0	0	0	0	0
Work with provider to install solution.	03/03/2008	07/01/2008	33000	30000	3000	0	0	0	0	0
Cut over from current T1 point-to-point solution to Opt-E-Man solution	07/07/2008	07/25/2008	0	0	0	0	0	0	0	0

**Goal 1 for Phase II : 2009-2010**

Technology will be more fully integrated into the curriculum to meet the needs of all users, with a focus on updating hardware and network resources to meet current needs and address future staff and student requirements.										
---	--	--	--	--	--	--	--	--	--	--

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

**Strategy1**

Implement distance learning technologies where appropriate and beneficial										
---	--	--	--	--	--	--	--	--	--	--

**BREMEN CHSD 228**

Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0
<b>Strategy2</b>										
Purchase software to meet the needs identified in the District Improvement Plan										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0
<b>Strategy3</b>										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0
<b>Section II C. Action Plan — Professional Development</b>										
<b>Strategy1</b>										
Provide training in interactive tools for classroom use										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
Provide training in utilizing on-line resources for classroom instruction.			0	0	0	0	0	0	0	0
<b>Strategy2</b>										
Provide a better communication tool for informing staff about professional development.										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0
<b>Strategy3</b>										
Provide staff development on best practices for use of technology in subject matter instruction to meet goals in the District Improvement Plan.										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V

**BREMEN CHSD 228**

			0	0	0	0	0	0	0	0
<b>Section II D. Action Plan — Parental/Community Involvement &lt;br/&gt;&lt;h5&gt; (such as adult literacy providers, public library services and district emergency crisis planning)-&lt;/h5&gt;</b>										
<b>Strategy1</b>										
Provide opportunities for district resources to be used after school hours.										
<b>Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>
			0	0	0	0	0	0	0	0
<b>Strategy2</b>										
Implement web based tools that provide parent and community feedback.										
<b>Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>
			0	0	0	0	0	0	0	0
<b>Strategy3</b>										
Begin a mentorship program between students and businesses and community members.										
<b>Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>
			0	0	0	0	0	0	0	0
<b>Section II E. Action Plan — Technology Deployment</b>										
<b>Strategy1</b>										
Purchase two mobile laptop carts for each school										
<b>Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>
			0	0	0	0	0	0	0	0
<b>Strategy2</b>										
Install Voice over IP phone system.										
<b>Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>
			0	0	0	0	0	0	0	0

Strategy3										
Implement network management and security tools to insure consistent network availability										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
Focus on security tools for wireless access.			0	0	0	0	0	0	0	0

Goal 1 for Phase III : 2010-2011										
Technology will be more fully integrated into the curriculum to meet the needs of all users, with a focus on updating hardware and network resouces to meet current needs and address future staff and student requirements.										

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

Strategy1										
Purchase softare to meet the needs identified in the School Improvement Plan										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0

Strategy2										
Determine on-line possibilities for the replacement of textbooks and other standard instructional material										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0

Strategy3										
Collect and analyze data on current uses of technology for subject matter instruction and curricular alignment to measure growth.										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0

**Section II C. Action Plan — Professional Development**

Strategy1										
-----------	--	--	--	--	--	--	--	--	--	--

Provide training in interactive tools for classroom use										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
Provide training in utilizing on-line resources for classroom instruction.			0	0	0	0	0	0	0	0
<b>Strategy2</b>										
Rewrite district technology training to more closely meet the needs of staff.										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0
<b>Strategy3</b>										
Create school level teacher-technology mentors at each school										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0
<b>Section II D. Action Plan — Parental/Community Involvement &lt;br&gt; &lt;h5&gt; (such as adult literacy providers, public library services and district emergency crisis planning)&lt;/h5&gt;</b>										
<b>Strategy1</b>										
Provide opportunities for district resources to be used after school hours.										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0
<b>Strategy2</b>										
Begin articulation meetings with business and community members to determine real world technologies to introduce in the classroom.										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0
<b>Strategy3</b>										

Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0
<b>Section II E. Action Plan — Technology Deployment</b>										
<b>Strategy1</b>										
Purchase and ceiling mount fifteen DLP projectors										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0
<b>Strategy2</b>										
Purchase and run speaker system for LCD Projectors										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0
<b>Strategy3</b>										
Activities	StartDate	EndDate	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V
			0	0	0	0	0	0	0	0

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

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy				
PD Strategy				
P/C Strategy				
Tech D Strategy				

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

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy				
PD Strategy				
P/C Strategy				
Tech D Strategy				

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

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy				
PD Strategy				
P/C Strategy				
Tech D Strategy				

**Section II G. Action Plan — Budget Summary**

Phase I-II-III -Budget Summary									
Phase I 2008 -2009	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
Technology will be more fully integrated into both the academic and business needs of BHSD 228, with a focus on updating hardware and network resources to address current needs and meet future staff and student requirements.	313800	309300	3000	0	1500	0	0	0	0
Total Budget for Phase I - 2008-2009	313800	309300	3000	0	1500	0	0	0	0
Phase II 2009 -2010	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
Technology will be more fully integrated into the curriculum to meet the needs of all users, with a focus on updating hardware and network resources to meet current needs and address future staff and student requirements.	0	0	0	0	0	0	0	0	0

Total Budget for Phase II - 2009-2010	0	0	0	0	0	0	0	0	0
Phase III 2010 -2011	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
Technology will be more fully integrated into the curriculum to meet the needs of all users, with a focus on updating hardware and network resources to meet current needs and address future staff and student requirements.	0	0	0	0	0	0	0	0	0
Total Budget for Phase III - 2010-2011	0	0	0	0	0	0	0	0	0
Total Budget for Phases I, II, and III - 2008-2011	313800	309300	3000	0	1500	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.

**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.*