



## VISION:

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 things 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 district vision.

Enabled by technology, telecommunication, and training, the CUSD#1 staff will guide all students as they participate in a variety of learning experiences which will prepare students to become productive citizens. **Telecommunication systems** will be designed and maintained to provide easy access to voice, data, and video tools through adequate bandwidth and equipment. Staff will facilitate use of **instructional technology** to promote student learning and achievement as outlined by state standards, Common Core Standards and National Educational Technology Standards (NETS). Administrators and staff members will guide students to locate, evaluate, and use **information technology** to create, make inquiries, and solve problems. Looking to the future, CUSD #1 will demonstrate an awareness of emerging technologies which foster an optimal learning environment.

# SECTION 1: DATA AND ANALYSIS

## PART A - District Report Card

The ePlan website will include all your Report Card data which will provide for a 'Description' of your data. This will count as the Description for Part A.

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

- All district teachers are highly qualified, with fifteen years average experience.
- Student attendance has remained constant and is above the state average.
- The High School's graduation rate is also above the state average.
- Since the last technology plan there has been an increase in the district's percentage of low income students from 31.4% in 2007 to 37.6% in 2010.
- Despite this increase state achievement test performance continues to remain strong. The 2010 district average for students who meet or exceed standards on the ISAT was 89.5% which is 8.4% above the state's average (81.1%). When comparing 2009 and 2010 ISAT results, district schools averaged improvement in each of the following categories: math (3.8%), reading (3.5%), IEP math (.1%), IEP reading (8.6%), economically disadvantaged math (2.7%), and economically disadvantaged reading (2.1%).
- On the PSAE the High School did not make AYP in reading (61.6%) or in mathematics (53.5%). Since the High School has not made AYP for the last four years, they have begun implementing their restructuring plan.
- For the first time in 2010 the district did not make AYP in the sub-group students with disabilities for mathematics. The score on 2010 state standardized tests was 68.2%; this did not meet the Safe Harbor target of 77.1%

\* Note: The mobility rate at Carl Sandburg Elementary School and the graduation rate at Charleston High School were reported in error. The corrected figure for Carl Sandburg Elementary School's mobility rate: is 12.7%; this results in a district mobility rate of 11.7%, not 13.9%. The corrected figure for Charleston High School's graduation rate is 89.6%, not 82.4%.

**Key Factors – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan**

While scores remain high, it appears that, as they advance in grade level, students are less likely to perform as well on standardized tests when compared to the scores of students at lower grade levels. Possible contributing factors to this phenomenon include the following:

- an increase in test item difficulty
- excessive testing, resulting in test "burn out" or test apathy
- the extent to which test items measure the existing curriculum
- misperception by students that test results have little impact on their grades or personal lives
- revisions to state standards, district curriculum, and changing grade level expectations
- first year of implementing content area literacy strategies
- misalignment which exists between the ISAT assessment frameworks and the PSAE assessments
- the need for staff development to keep our teachers abreast of best practices

Contributing factors for why students with disabilities are not meeting Safe Harbor in mathematics are:

- first year of implementing content area mathematics strategies
- limited intervention opportunities for mathematics
- the misperception by students that test results have little impact on their grades or personal lives
- revisions to state standards, district curriculum, and changing grade level expectations

**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.

- Professional development activities to improve achievement levels for students with disabilities, specifically in mathematics, will need to be determined and offered.
- The elementary and middle schools will continue to explore multiple strategies to help students become more successful, including the use of data to make school-level and classroom-level decisions aimed at improving student achievement. Assessment of current intervention strategies in literacy and numeracy is needed for students who are not meeting standards.
- Charleston High School administration and staff have developed and are implementing several strategies to improve achievement scores. Some of these, outlined in the High School's restructuring plan, include professional development focused on differentiation, the use of data to plan for instruction, the addition of interventions in academic literacy and numeracy courses and the use of technology-based credit recovery for students who are not meeting standards.

## **PART B - 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

Charleston CUSD #1 assesses its students using growth model tests. Assessments begin at the kindergarten level and are administered as follows:

- Kindergarten students are assessed in September, January, and April using AIMSweb for Math and Reading.
- Students in grades 1-11, as well as students with disabilities in grade 12, are assessed online in September, January, and April using Measures of Academic Progress (MAP) for Math and Reading.
- Common Math Assessments for grades K-12 are administered throughout the school year.
- High School students are also assessed using the EXPLORE test in March at grade 9, the PLAN test in March at grade 10 and the PSAE test in April at grade 11.

In addition to these formal assessments for all students, in-depth informal assessments with at-risk students (e.g. Developmental Reading Assessment (DRA2) and/or Running Records, Reading Recovery Survey, etc.) are administered throughout the school year.

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

- Data from MAP and AIMSweb tests so far indicate that our students are likely to perform as well as or slightly better than past years on ISAT tests.
- More importantly, these local assessments indicate areas of strength as well as areas of needed improvement for individual students. Curriculum and instruction (traditional and online) for these students can then be differentiated to meet learning needs.
- These tests can also be used to identify areas of strength and needed improvement in the district's curriculum.
- Data from MAP, while not aligned to the PSAE, is used to help identify students who are at-risk. The EXPLORE and PLAN assessments are also not aligned to PSAE but do provide valuable information on students.

**Key Factors** – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

- Data from our local assessments indicate that our students are likely to perform as well as or slightly better than past years on the ISATs.
- Our local assessments indicate areas of strength and of needed improvement for individual students.
- Our local assessments indicate where our district curriculum may need to be changed and improved.
- Software and online resources which will increase student achievement and allow us to differentiate instruction are needed.

**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.

- Continued use of our local assessments will allow us to target students who will benefit from differentiated and additional instruction in order to achieve.
- Continued use of our local assessments will allow us to target areas in our curriculum which need to be aligned to state and federal standards.
- Software and online resources which match our curriculum will be used to improve student achievement.

## **PART C - Other Data**

### **Item 1 - Attributes and challenges of the district and community that have affected student learning**

**Description** – Provide a description of other data collected during the development of 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

Charleston CUSD #1 2010-11 Budget	<a href="http://www.charleston.k12.il.us/pdfs/budget/FY2011BUDGET.pdf">http://www.charleston.k12.il.us/pdfs/budget/FY2011BUDGET.pdf</a>
Charleston Chamber of Commerce	<a href="http://charlestonchamber.com/">http://charlestonchamber.com/</a> -- current web page
City of Charleston Demographic Data	<a href="http://charlestonillinois.org/">http://charlestonillinois.org/</a> -- current web page
Illinois Labor Force Report	<a href="http://lmi.ides.state.il.us">http://lmi.ides.state.il.us</a> -- current web page
Illinois Special Education Profile	<a href="http://www.isbe.state.il.us/spec-ed/">http://www.isbe.state.il.us/spec-ed/</a> -- current web page
Student Survey, November 2010	
Teacher Survey, November 2010	

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

- Charleston is a progressive city of over 21,000 persons located in East Central Illinois. Rich in the history of Abraham Lincoln, the city features a balance of agricultural and educational opportunities. Located on Illinois Highway 16, 10 miles east of Interstate 57, Charleston is the county seat for Coles County. Eastern Illinois University (EIU), located in Charleston, is the community's largest employer with a work force of approximately 1,800 and an enrollment of over 11,000 students.
- The Charleston Community Unit School District #1 benefits from hundreds of EIU students who have dedicated hours serving Charleston students as they prepare for their own careers.
- Over the last three years there has not been any major industrial development and only minimal jobs have been created. Our unemployment rate has increased from 5.6% to 9% since the last technology plan.
- The low income rate in the Charleston School District has increased over each of the last six years, reaching a high of 37.6% as reported in the current school report card.
- The State of Illinois' financial problems and lack of payments to school district has had a negative impact on the district's overall budget.

- Due to the larger workforce of college students and the community's accepting attitude, many agencies, group homes, and work stations for the developmentally delayed have located in Charleston. For a city of its size, Charleston has a disproportionate percentage of individuals less than 22 years of age with significant learning and physical disabilities.
- Data from the teacher survey indicate that 80% of teachers report they are satisfied with their current computer. 95% of the teachers also feel they are capable and confident in their use of technology. 75% feel confident in creating lessons which utilize technology.
- 72% of the teachers stated the main way students use technology for learning is through a scheduled time in the computer lab. Data from the student survey further documents this statement.
- 62% of the students indicated they used the computers one hour or less at school each week. Students also indicated that when they do use computers, 42% say it is for word processing, 38% say it is for keyboarding, and 36% say it is for research.

**Key Factors** – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

- Unemployment in the community has risen, resulting in a related increase in the number of economically disadvantaged students since the last plan was implemented.
- The district has been struggling to keep the budget in the black. Less local dollars, along with the decrease in state funding and payments, is having a negative impact on the budget.
- Surveys indicate students have limited use of computers during the school day.
- Students' technology use at school is for activities such as keyboarding, word processing, and research.
- Teachers have become more comfortable using technology themselves.
- Charleston Community School District has benefited from hundreds of EIU students' assistance during the school year, serving Charleston students as they prepare for their own careers.

**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 Curriculum Integration.

- A stagnant state and local economy has had a negative impact on the district's overall budget. This in turn has had a negative effect on the district's technology budget. Without financial support the school district will not be able to stay abreast of technological and curricular demands.
- Continued partnership with Eastern Illinois University is needed to promote positive benefits to all.
- Student use and access to technology needs to be increased and expanded to encompass higher level thinking strategies which support curriculum.

## 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

District Report Card 2010

Teacher Survey, November 2010

Student Survey, November 2010

Principal Survey, November 2010

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

- Teachers have an average of 15 years of classroom experience. More than 60% of our teachers have a master's degree or above. The average teacher's salary is \$50,336, which is about \$13,000 less than the state average. 100% of classes are taught by highly qualified teachers. Our teachers are committed to continuing their education as indicated by the number who are highly qualified, who have a master's degree, and who have taken classes in technology.
- Over the last three years, 75 after-school district technology workshops have been offered to all staff. Only 50% of teachers indicate that have taken five hours or more of technology training during the last three years. Attendance has been sparse at the workshops with average attendance at 4 people.
- Technology workshops have focused more on learning various applications rather than on integration into the curriculum.
- 95% of our teachers indicate they are confident users of technology for their own purposes.
- Both teacher and student surveys indicate that student use of technology is mainly keyboarding, word processing, and research.
- Both teacher and student surveys indicate students are using technology at school one hour a week or less.
- All of the principals classify themselves as confident users. All principals use e-mail at least weekly to communicate with their faculty. The major uses of technology for administrators are email, student management software, spreadsheets, and word processing.
- The dollars available for substitute teachers has decreased with the loss of several grants. This has reduced opportunities for outside professional development.

**Key Factors** – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

- Over 75 after-school technology workshops have been offered to staff over the last three years. Attendance at workshops has been sparse and alternate schedules/topics must be explored. Increased participation needs to be encouraged
- Limited technology integration training has been offered to teachers.
- The number of projects and activities where students utilize technology at school are limited.
- Staff has been able to attend some school day technology trainings but these are becoming fewer as dollars have become fewer.

**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 Professional Development.

- Teachers need training, support, and time to learn skills and to prepare technology rich projects and activities.
- Increases in student achievement will be aided by students having access to technology enriched environments.

### Item 3 - Parent / Community Involvement 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

Tools used to involve parents and community members include:

- ParentLink program (throughout the year)
- CHS Marquee (throughout the year)
- Student management software (throughout the school year)
- eRate application (telephones-done annually)
- Website, flyers, and other artifacts (throughout the school year)
- List of participants and volunteers who attend and/or assist with activities, projects, and various other needs (throughout the school year)
- Local newspapers (throughout the year)
- School newsletters and school newspapers (throughout the year)
- PTA and PTO meetings (throughout the year)
- School surveys – print and online (throughout the year)
- School board meetings (throughout the year)
- Parent-Teacher conferences (fall and spring)
- TCT and IEP meetings (throughout the year)

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

- Our phone system and Metro-E are evaluated and updated as necessary to provide communication to parents and the community.
- Approximately 87% of our parents provide their email address which allows us to contact them via email.
- Telephones are available in all classrooms to facilitate communications.
- Our automated ParentLink system is utilized to communicate with parents at both the district and building levels.
- The district website was redesigned in spring 2010. CMS and CHS web pages are maintained and kept current by faculty members. Building websites at our K-6 schools have not been updated in eight years.
- Approximately 25% of teachers have their own class/subject web pages, which is fewer than desired.
- The potential exists to allow parents to access our student information system, but limitations to the current system are impeding the access.
- Approximately 25 community members belong to various committees in the district (Calendar, Crisis Management, Gifted and Talented, Report Card, Special Education, etc.). This allows us to get their input on various items.
- Various events such as parent orientations, Meet Your Teacher, Community Read Program, Science Extravaganza, Dictionary Day, and Family Reading Nights encourage parents to be involved in their children's learning.
- All schools have crisis management teams which include local police and fire personnel.
- Our connection with Eastern Illinois University provides multiple opportunities for pre-service teachers (psychologists, PE teachers, student teachers, and counselors) to assist in our schools. Faculty members from both institutions frequently instruct at the other campus.
- The High School offers a preschool which is available to community members.
- The Charleston Recreation Department uses our facilities for many activities which allow further support for our students outside of school hours.
- The Rotary Club of Charleston provides books for Kindergarten students. The books are presented by Rotarians to the students.
- Funding is available through a variety of community organizations for various projects. Teachers actively seek grants for projects which extend student learning across the curriculum.
- Lakeland Community College uses the High School for off-campus classes. By having these LLC classes at our high school our students and community members do not have travel to take these college classes.
- The district maintains a relationship with the Charleston Public Library, Eastern Illinois University's Booth Library, and the Lincoln Trail Library System which helps our students as they research information for various papers and projects.

**Key Factors** – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

- The district is utilizing email, phones and ParentLink to communicate with parents.
- Few teachers are using classroom web pages to communicate.
- Our current student information system (SIS) is not meeting our needs and has prevented us from allowing parents to access student attendance and grade information electronically.
- We have many opportunities for the community to interact with the school.

**Conclusions** – The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the action plan. The data collected in this box will focus on Parent and Community Involvement.

- Continue evaluating, maintaining and updating our phone system and Metro-E (phone and internet access) in order to have available web pages, email, Parentlink, etc. which allow the district and its schools to be easily accessible to our parents and community.
- Encourage staff to attend workshops on web page development in order to increase the number of classroom web pages which will allow parents to be involved their child's learning.
- Evaluate student information system packages and replace our current SIS to one which meets federal, state and district needs so that we can have parental access to attendance and grades.
- Continue the involvement with the various organizations and entities to keep our community involved with our school district.
- K-6 building web pages need to be updated.

## **PART D - Technology Deployment Data**

**Please complete the Technology Inventory Draft and include as an attachment to the plan**

**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

- Charleston CUSD #1 2010-11 Budget <http://www.charleston.k12.il.us/pdfs/budget/FY2011BUDGET.pdf>
- Technology Inventories - Fall 2010
- Software/Online Resources License Agreements – Fall 2010

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

- The district has replaced computers on a 5 year rotation cycle.
- Twelve out of eighteen or 67% of the computer labs in the district are currently 4 years or older.
- We are slowing removing Macintosh computers so that now they make up only 4% of the current inventory.
- 95% of our classrooms have a smartboard and a projector.
- 56% of our servers are over 5 years old.
- 75% of our WAN/LAN equipment is over 5 years old, many which will hit their “end of life” Cisco support by 12/31/2011.
- We do not have wireless network at any building.
- We currently have a Windows network, with Windows 2003 servers, Windows XP clients and active directory.
- There has been a gradual change to more online subscriptions rather than installed software packages.
- ICN is still our ISP. We have a Metro-E between buildings at 100Mbps.
- The phone system and Metro-E are 6 years old. Upgrades are done to keep the systems supported.
- Since the 2008-2009 school year the hardware budget has decreased by 13%.
- Very few new technologies (e-readers, netbooks, tablets, etc.) have been purchased as the majority of the hardware budget is used to replace existing equipment.

**Key Factors** – The information in this box are directly aligned to the data analysis and identify probable causes or contributing factors to the identified needs/gaps and can be influenced by the objectives and strategies in this plan

- We have ten computer labs which will need to be replaced within this technology plan if we stay on our current replacement cycle.
- The requirements for Windows 2008 server and for Windows 7 client will mean some of our existing equipment will longer function.
- Daily school operation relies heavily on the WAN (wide area network) and on wired LANs (local area networks).
- The lack of a wireless infrastructure has made it hard to implement portable devices.
- Online subscriptions have been successful in providing additional instruction and resources to teachers and students.
- Our student information system does not meet our requirements.
- We have kept up to date with maintenance on our phone system.
- Funds for new technologies are limited.

**Conclusions** – The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the action plan. The data collected in this box will focus on technology systems/equipment, support, tools and policies.

- Our replacement cycle will need to be moved 6-7 years in order for us to implement other technologies we feel are needed in the future.
- Servers will need to be replaced and/or upgraded to meet Windows 2008 server requirements.
- Our WAN/LAN equipment will need to be replaced as it reaches its end of life so school operations are not interrupted.
- A wireless LAN will need to be planned. Due to funding it will need to be installed in stages. Location of the wireless infrastructure will be dependent on cost and curricular demands.
- Software and online subscriptions will need to continue and be expanded as demand dictates.
- New student information system will need to be purchased.
- Close evaluation of our Metro-E and ISP will need to occur so that access to network resources does hamper the learning environment.
- Funding will be needed if the district wants to keep what we have functional as well as add new technologies.

## **PART E - Data Analysis—(Meta-Analysis Section)**

The district will provide an analysis of the data by identifying patterns and trends. The analysis of data will be used to provide the basis for defining Goals, strategies and activities by identifying at least one key factor or need in each of the following areas:

- curriculum integration
- professional development
- parental/community involvement
- technology deployment

Key factors or needs may include (but are not limited to):

- indicators of why the district's prior plan failed to increase student academic
- achievement based on an analysis of student achievement data
- district and community characteristics that affect student learning
- educators' qualifications and professional growth
- parent involvement affecting student performance
- indicators of why the district did not achieve AMAO, if applicable

**B. 1** Copy and paste the **conclusions** identified in the Conclusions boxes from PARTS A, B, C & D. The work done and **conclusions** drawn in PARTS A, B, C & D will lead to the development of your strategies in your Action Plan in support of the Goal.

**Section I A — Conclusions from District Report Card Data**

- Professional development activities to improve achievement levels for students with disabilities, specifically in mathematics, will need to be determined and offered.
- The elementary and middle schools will continue to explore multiple strategies to help students become more successful, including the use of data to make school-level and classroom-level decisions aimed at improving student achievement. Assessment of current intervention strategies in literacy and numeracy is needed for students who are not meeting standards.
- Charleston High School administration and staff have developed and are implementing several strategies to improve achievement scores. Some of these, outlined in the High School's restructuring plan, include professional development focused on differentiation, the use of data to plan for instruction, the addition of interventions in academic literacy and numeracy courses and the use of technology-based credit recovery for students who are not meeting standards.

**Section I B — Conclusions from Local Assessment Data**

- Continued use of our local assessments will allow us to target students who will benefit from differentiated and additional instruction in order to achieve.
- Continued use of our local assessments will allow us to target areas in our curriculum which need to be aligned to state and federal standards.
- Software and online resources which match our curriculum will be used to improve student achievement.

**Section I C1 — Conclusions from Other Data — Attributes and Challenges**

- A stagnant state and local economy has had a negative impact on the district's overall budget. This in turn has had a negative effect on the district's technology budget. Without financial support the school district will not be able to stay abreast of technological and curricular demands.
- Continued partnership with Eastern Illinois University is needed to promote positive benefits to all.
- Student use and access to technology needs to be increased and expanded to encompass higher level thinking strategies which support curriculum.

**Section I C2 — Conclusions from Other Data — Educator Qualifications**

- Teachers need training, support, and time to learn skills and to prepare technology rich projects and activities .
- Increases in student achievement will be aided by students having access to technology enriched environments.

### Section I C3 — Conclusions from Other Data — Parent/Community Involvement

- Continue evaluating, maintaining and updating our phone system and Metro-E (phone and internet access) in order to have available web pages, email, Parentlink, etc. which allow the district and its schools to be easily accessible to our parents and community.
- Encourage staff to attend workshops on web page development in order to increase the number of classroom web pages which will allow parents to be involved their child's learning.
- Evaluate student information system packages and replace our current SIS to one which meets federal, state and district needs so that we can have parental access to attendance and grades.
- Continue the involvement with the various organizations and entities to keep our community involved with our school district.
- K-6 building web pages need to be updated.

### Section I D — Conclusions from Technology Deployment Data

- Our replacement cycle will need to be moved 6-7 years in order for us to implement other technologies we feel are needed in the future.
- Servers will need to be replaced and/or upgraded to meet Windows 2008 server requirements.
- Our WAN/LAN equipment will need to be replaced as it reaches its end of life so school operations are not interrupted.
- A wireless LAN will need to be planned. Due to funding it will need to be installed in stages. Location of the wireless infrastructure will be dependent on cost and curricular demands.
- Software and online subscriptions will need to continue and be expanded as demand dictates.
- New student information system will need to be purchased.
- Close evaluation of our Metro-E and ISP will need to occur so that access to network resources does hamper the learning environment.
- Funding will be needed if the district wants to keep what we have functional as well as add new technologies.

**B. 2** An analysis of the student achievement data found in A.1 and the local assessment section will be used to define your **S.M.A.R.T Goal**(s). This box should (1) identify patterns and trends in student achievement, (2) summarize key factors related to student achievement and (3) draw at least one or two prevailing conclusions that will lead to the development of your Goal(s).

## **S.M.A.R.T. GOAL**

**We will increase the percent of students who meet ISAT reading and math standards from approximately 85% in 2010 to 92.5% in 2012 and 2013, and to 100% in 2014, and we will increase the percent of students who meet in PSAE from approximately 60% to 92.5% in 2012 and 2013, and to 100% in 2014. In addition, IEP students will meet AYP through Safe-Harbor.**

## SECTION II - Action Plan

**GOAL 1:** We will increase the percent of students who meet ISAT reading and math standards from approximately 85% in 2010 to 92.5% in 2012 and 2013, and to 100% in 2014, and we will increase the percent of students who meet in PSAE from approximately 60% to 92.5% in 2012 and 2013, and to 100% in 2014. In addition, IEP students will meet AYP through Safe-Harbor.

### Part B: Curriculum and Instruction

#### Phase I:

Strategy B.1	<i>Students will use a variety of instructional and curricular resources to improve achievement.</i>	Date		Budget & Funding Sources								
		Start	End	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
<b>B.1.1</b>	Purchase software that has been proven effective in increasing student achievement and enhances our curriculum.	7/1/2011	6/30/2012	10,000	10,000							
<b>B.1.2</b>	Purchase online resources that have been proven effective in increasing student achievement and enhances our curriculum.	7/1/2011	6/30/2012	35,000	35,000							
<b>B.1.3</b>	Increase student access and use of technologies that involve higher order thinking skills.	7/1/2011	6/30/2012	40,000	20,000							20,000
<b>B.1.4</b>	Renew annual license agreements, (i.e. Microsoft, SIS, filtering, virus, firewall, etc.)	7/1/2011	6/30/2012	105,000	105,000							
				170,000								

**Part C: Professional Development**

**Phase I**

Strategy C.1	Staff will be provided with ongoing opportunities to incorporate multiple technologies to enhance the educational environment.	Date		Budget & Funding Sources								
		Start	End	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
<b>C.1.1</b>	Staff will be offered trainings on web page creation, online resources, and software applications.	7/1/2011	6/30/2012	4,000	4,000							
<b>C.1.2</b>	Staff will be offered trainings on content area strategies, differentiation, data driven decisions and on intervention strategies.	7/1/2011	6/30/2012	10,000								10,000
<b>C.1.3</b>	Staff will be provided opportunities and time to observe and collaborate on technology integration.	7/1/2011	6/30/2012	4,000	4,000							
<b>C.1.4</b>	Staff skills will be enhanced through training on the phone system and the capabilities it offers.	7/1/2011	6/30/2012	0	0							
<b>C.1.5</b>	Staff will be trained on the use of cellular phone services and features.	7/1/2011	6/30/2012	0	0							
				8,000								

**Part D: Parental/Community Involvement**

**Phase I**

Strategy D.1	<i>Inform and involve parents and the community through a variety of communication strategies.</i>	Date		Budget & Funding Sources								
		Start	End	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
<b>D.1.1</b>	Investigate and evaluate different student information systems (SIS) to determine one which meets our needs.	7/1/2011	12/31/2011	1,000	1,000							
<b>D.1.2</b>	Begin installation of new student information system (SIS)	5/1/2012	6/30/2012	50,000	50,000							
<b>D.1.3</b>	Continue to utilizing Parent Link, an automated phone system as well as email to communicate with parents.	7/1/2011	6/30/2012	9,000	9,000							
<b>D.1.4</b>	District, building & teacher web pages will be created, updated, and used to show technology use in the classrooms.	7/1/2011	6/30/2012	2,000	2,000							
<b>D.1.5</b>	The phone system and cellular phones will be utilized for communication with parents, staff, and the community.	7/1/2011	6/30/2012	0	0							
<b>D.1.6</b>	Online resources will be available to students from home (WorldBook, library OPAC, INfoTrac, Gagglenet).	7/1/2011	6/30/2012	See B.1.2	See B.1.2							
<b>D.1.7</b>	CHS Press, Classroom Courier, Principal Newsletters will continue to be used to communicate with the community and showcase technology integration.	7/1/2011	6/30/2012	0	0							
<b>D.1.8</b>	Encourage our parents and community members to participate in the variety of district and school committees.	7/1/2011	6/30/2012	0								

62,000

**Part E: Technology Deployment**

**Phase I**

<b>Strategy E.1</b>	<i>The district will provide a wide range of technology for all students and staff with the necessary policies, procedures and resources in place to support the educational environment.</i>	<b>Date</b>		<b>Budget &amp; Funding Sources</b>								
		<b>Start</b>	<b>End</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-A</b>	<b>Title III-D</b>	<b>Title IV-D</b>	<b>Title V-A</b>	<b>Other</b>
<b>E.1.1</b>	Replacement of AES/MTES/CSES Teacher Laptops	7/1/2011	9/30/2011	55,000	55,000							
<b>E.1.2</b>	Replacement of JES MC and Lab 1 computers	7/1/2011	8/30/2011	60,000	60,000							
<b>E.1.3</b>	Wireless Access	7/1/2011	6/30/2012	50,000	50,000							
<b>E.1.4</b>	Ink/Bulb Replacement	7/1/2011	6/30/2012	15,000	15,000							
<b>E.1.5</b>	Switches/Servers/Printer Replacements	7/1/2011	6/30/2012	25,000	25,000							
				205,000								
<b>Totals for Objective 1-- Phase I</b>		<b>Budget Totals</b>		<b>\$455,000</b>	<b>\$445,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$10,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
				<b>Total</b>	<b>District</b>	<b>e-Rate</b>	<b>Title I</b>	<b>Title II</b>	<b>Title III</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>

## SECTION II - Action Plan

**GOAL 1:** We will increase the percent of students who meet ISAT reading and math standards from approximately 85% in 2010 to 92.5% in 2012 and 2013, and to 100% in 2014, and we will increase the percent of students who meet in PSAE from approximately 60% to 92.5% in 2012 and 2013, and to 100% in 2014. In addition, IEP students will meet AYP through Safe-Harbor.

### Part B: Curriculum and Instruction

#### Phase II:

Strategy B.2	<i>Students will use a variety of instructional and curricular resources to improve achievement.</i>	Date		Budget & Funding Sources								
		Start	End	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
<b>B.2.1</b>	Purchase software that has been proven effective in increasing student achievement and enhances our curriculum.	7/1/2012	6/30/2013	10,000	10,000							
<b>B.2.2</b>	Purchase online resources that have been proven effective in increasing student achievement and enhances our curriculum.	7/1/2012	6/30/2013	35,000	35,000							
<b>B.2.3</b>	Increase student access and use of technologies that involve higher order thinking skills.	7/1/2012	6/30/2013	40,000	20,000							20,000
<b>B.2.4</b>	Renew annual license agreements, (i.e. Microsoft, SIS, filtering, virus, firewall, etc.)	7/1/2012	6/30/2013	105,000	105,000							
				170,000								

**Part C: Professional Development**

**Phase II**

Strategy C.2	Staff will be provided with ongoing opportunities to incorporate multiple technologies to enhance the educational environment.	Date		Budget & Funding Sources								
		Start	End	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
<b>C.2.1</b>	Staff will be offered trainings on the new SIS program, web page creation, online resources, and software applications.	7/1/2012	6/30/2013	8,000	8,000							
<b>C.2.2</b>	Staff will be offered trainings on content area strategies, differentiation, data driven decisions and on intervention strategies.	7/1/2012	6/30/2013	10,000								10,000
<b>C.2.3</b>	Staff will be provided opportunities and time to observe and collaborate on technology integration.	7/1/2012	6/30/2013	4,000	4,000							
<b>C.2.4</b>	Staff skills will be enhanced through training on the phone system and the capabilities it offers.	7/1/2012	6/30/2013	0	0							
<b>C.1.5</b>	Staff will be trained on the use of cellular phone services and features.	7/1/2012	6/30/2013	0	0							
				12,000								

**Part D: Parental/Community Involvement**

**Phase II**

Strategy D.2	<i>Inform and involve parents and the community through a variety of communication strategies.</i>	Date		Budget & Funding Sources								
		Start	End	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
<b>D.2.1</b>	Install, training and utilize the new SIS program.	7/1/2012	6/30/2013	50,000	50,000							
<b>D.2.2</b>	Continue to utilizing Parent Link, an automated phone system as well as email to communicate with parents.	7/1/2012	6/30/2013	9,000	9,000							
<b>D.2.3</b>	District, building & teacher web pages will be created, updated, and used to show technology use in the classrooms.	7/1/2012	6/30/2013	2,000	2,000							
<b>D.2.4</b>	The phone system and cellular phones will be utilized for communication with parents, staff, and the community.	7/1/2012	6/30/2013	0	0							
<b>D.2.5</b>	Online resources will be available to students from home (WorldBook, library OPAC, INfoTrac, Gagglenet).	7/1/2012	6/30/2013	See B.2.2	See B.2.2							
<b>D.2.6</b>	CHS Press, Classroom Courier, Principal Newsletters will continue to be used to communicate with the community and showcase technology integration.	7/1/2012	6/30/2013	0	0							
				61,000								

**Part E: Technology Deployment**

**Phase II**

<b>Strategy E.2</b>	<i>The district will provide a wide range of technology for all students and staff with the necessary policies, procedures and resources in place to support the educational environment.</i>											
		<b>Date</b>		<b>Budget &amp; Funding Sources</b>								
<b>Activities</b>		<b>Start</b>	<b>End</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-A</b>	<b>Title III-D</b>	<b>Title IV-D</b>	<b>Title V-A</b>	<b>Other</b>
<b>E.2.1</b>	Replacement of 2 CHS Computer Labs	7/1/2012	9/30/2012	55,000	55,000							
<b>E.2.2</b>	CHS Alternate Education Lab	7/1/2012	8/30/2012	60,000	60,000							
<b>E.2.4</b>	Wireless Access	7/1/2012	6/30/2013	50,000	50,000							
<b>E.2.5</b>	Ink/Bulb Replacement	7/1/2012	6/30/2013	15,000	15,000							
<b>E.2.6</b>	Switches/Servers/Printer Replacements	7/1/2012	6/30/2013	25,000	25,000							
				205,000								
<b>Totals for Objective 1-- Phase II</b>		<b>Budget Totals</b>		<b>\$458,000</b>	<b>\$448,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$10,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
				<b>Total</b>	<b>District</b>	<b>e-Rate</b>	<b>Title I</b>	<b>Title II</b>	<b>Title III</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>

## SECTION II - Action Plan

**GOAL 1:** We will increase the percent of students who meet ISAT reading and math standards from approximately 85% in 2010 to 92.5% in 2012 and 2013, and to 100% in 2014, and we will increase the percent of students who meet in PSAE from approximately 60% to 92.5% in 2012 and 2013, and to 100% in 2014. In addition, IEP students will meet AYP through Safe-Harbor.

### Part B: Curriculum and Instruction

#### Phase III:

Strategy B.3	<i>Students will use a variety of instructional and curricular resources to improve achievement.</i>	Date		Budget & Funding Sources								
		Start	End	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
<b>B.3.1</b>	Purchase software that has been proven effective in increasing student achievement and enhances our curriculum.	7/1/2013	6/30/2014	10,000	10,000							
<b>B.3.2</b>	Purchase online resources that have been proven effective in increasing student achievement and enhances our curriculum.	7/1/2013	6/30/2014	35,000	35,000							
<b>B.3.3</b>	Increase student access and use of technologies that involve higher order thinking skills.	7/1/2013	6/30/2014	40,000	20,000							20,000
<b>B.3.4</b>	Renew annual license agreements, (i.e. Microsoft, SIS, filtering, virus, firewall, etc.)	7/1/2013	6/30/2014	105,000	105,000							
				170,000								

**Part C: Professional Development**

**Phase III**

Strategy C.3	Staff will be provided with ongoing opportunities to incorporate multiple technologies to enhance the educational environment.	Date		Budget & Funding Sources								
		Start	End	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
<b>C.3.1</b>	Staff will be offered trainings on SIS, web page creation, online resources, and software applications.	7/1/2013	6/30/2014	4,000	4,000							
<b>C.3.2</b>	Staff will be offered trainings on content area strategies, differentiation, data driven decisions and on intervention strategies.	7/1/2013	6/30/2014	10,000								10,000
<b>C.3.3</b>	Staff will be provided opportunities and time to observe and collaborate on technology integration.	7/1/2013	6/30/2014	4,000	4,000							
<b>C.3.4</b>	Staff skills will be enhanced through training on the phone system and the capabilities it offers.	7/1/2013	6/30/2014	0	0							
<b>C.3.5</b>	Staff will be trained on the use of cellular phone services and features.	7/1/2013	6/30/2014	0	0							
				8,000								

**Part D: Parental/Community Involvement**

**Phase III**

Strategy D.3	<i>Inform and involve parents and the community through a variety of communication strategies.</i>	Date		Budget & Funding Sources								
		Start	End	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
<b>D.3.1</b>	Utilize our SIS program and allow parents access to student attendance and grades.	7/1/2013	6/30/2014	0	0							
<b>D.3.2</b>	Continue to utilizing Parent Link, an automated phone system as well as email to communicate with parents.	7/1/2013	6/30/2014	9,000	9,000							
<b>D.3.3</b>	District, building & teacher web pages will be created, updated, and used to show technology use in the classrooms.	7/1/2013	6/30/2014	2,000	2,000							
<b>D.3.4</b>	The phone system and cellular phones will be utilized for communication with parents, staff, and the community.	7/1/2013	6/30/2014	0	0							
<b>D.3.5</b>	Online resources will be available to students from home (WorldBook, library OPAC, INfoTrac, Gagglenet).	7/1/2013	6/30/2014	See B.3.2	See B.3.2							
<b>D.3.6</b>	CHS Press, Classroom Courier, Principal Newsletters will continue to be used to communicate with the community and showcase technology integration.	7/1/2013	6/30/2014	0	0							
				11,000								

**Part E: Technology Deployment**

**Phase III**

<b>Strategy E.3</b>	<i>The district will provide a wide range of technology for all students and staff with the necessary policies, procedures and resources in place to support the educational environment.</i>	<b>Date</b>		<b>Budget &amp; Funding Sources</b>								
		<b>Start</b>	<b>End</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-A</b>	<b>Title III-D</b>	<b>Title IV-D</b>	<b>Title V-A</b>	<b>Other</b>
<b>E.3.1</b>	Replacement of CHS Teacher Laptops	7/1/2013	9/30/2013	55,000	55,000							
<b>E.3.2</b>	Replacement of 1 CMS Computer Lab	7/1/2013	8/30/2013	35,000	35,000							
<b>E.3.3</b>	Replacement of 1 CSES Computer Lab	7/1/2013	8/30/2013	35,000	35,000							
<b>E.3.4</b>	Replacement of 1 CHS Computer Lab	7/1/2013	8/30/2013	45,000	45,000							
<b>E.3.5</b>	Wireless Access	7/1/2013	6/30/2014	50,000	50,000							
<b>E.3.6</b>	Ink/Bulb Replacement	7/1/2013	6/30/2014	15,000	15,000							
<b>E.3.7</b>	Switches/Servers/Printer Replacements	7/1/2013	6/30/2014	20,000	20,000							
				255,000								
<b>Totals for Objective 1-- Phase III</b>		<b>Budget Totals</b>		<b>\$454,000</b>	<b>\$444,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$10,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
				<b>Total</b>	<b>District</b>	<b>e-Rate</b>	<b>Title I</b>	<b>Title II</b>	<b>Title III</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>

## **Part F. Monitoring Process**

The technology plan should outline a forward-looking evaluation process for future technology implementation measures that compensate or adjust to changing conditions that might occur beyond the life of the plan. Describe how the district will assess the effectiveness of hardware, software and other telecommunication services that will be needed to improve education.

District will need to do an annual evaluation that will allow for midcourse correction in response to new developments and opportunities as they arise.

F.1 Describe how district personnel will monitor the effectiveness of the strategies and activities by measuring progress toward the specified Goals. Description should address:

- Integrating technology into curriculum and instruction
- Increasing the ability of teachers to teach
- Enabling students to reach challenging state academic standards

Information within this section should:

- Establish an on-going, measurable process for monitoring the effectiveness of strategies and activities toward the achievement of the Goal(s)
- Identify the tools that will be used to monitor the process
- Identify the indicators that will show progress toward the Goal
- Identify the frequency of evaluation

Semiannually each building SIP teams meet to monitor and review student achievement and progress. Strategies are developed to address areas where improvement is needed. These strategies are shared with all teachers during building faculty meetings. Local assessments are reviewed on professional development days and strategies to help students succeed are determined. Building principals and district administrators create their annual School Improvement Plans and monitor those plans throughout the school year. The district administrators, building principals and Director of Educational Technology determine trainings offered in district and which trainings staff can attend outside the district. All administrators and staff are involved in reaching parents and community. Technology purchases are coordinated with the Director of Educational Technology, Building Principals and Head of Maintenance.

**Part F: Monitoring Process for Goal Phase I**

Monitoring Tools		Progress Indicators	Evaluation Frequency	Person Responsible
<b>C&amp; I Strategy</b>	ISAT, PSAE, MAP, and AimsWeb tests, Software/Online Resources inventories and use reports, purchase orders, evaluations of innovative technologies used	State and Local assessments will be reviewed. Student scores will increase. Items are purchased and used	annually	Todd Vilardo (Asst. Supt.), Mary Ann Pattenaude (Director of Ed. Technology), Building Administrators and SIP teams
<b>PD Strategy</b>	Professional development forms, list of Trainings offered, training sign in sheets and training evaluations	The number of teachers attending and the implementation of learned strategies	annually	Mary Ann Pattenaude (Director of Ed. Technology), Todd Vilardo (Asst. Supt., Building Principals
<b>Community Strategy</b>	Survey on the SIS programs being evaluated, ParentLink usage reports, number of staff using district email accounts, parent and community feedback	Comments on SIS programs under review. Results from parent and community surveys on tools used to communicate with them will be analyzed.	annually	Mary Ann Pattenaude (Director of Ed. Technology), District Administrators, Building Administrators
<b>Tech D. Strategy</b>	ISAT, PSAE, Equipment inventories, purchase orders	Assessments will be reviewed. Student scores will increase. Technology use will be increased.	annually	Mary Ann Pattenaude (Director of Ed. Technology), Building Principals, SIP teams, Bill Richardson (Head of Mnt.)

**Part F: Monitoring Process for Goal Phase II**

Monitoring Tools		Progress Indicators	Evaluation Frequency	Person Responsible
<b>C&amp; I Strategy</b>	ISAT, PSAE, MAP, and AimsWeb tests, Software/Online Resources inventories and use reports, purchase orders, evaluations of innovative technologies used	State and Local assessments will be reviewed. Student scores will increase. Items are purchased and used	annually	Todd Vilardo (Asst. Supt.), Mary Ann Pattenaude (Director of Ed. Technology), Building Administrators and SIP teams
<b>PD Strategy</b>	Professional development forms, list of Trainings offered, training sign in sheets and training evaluations	The number of teachers attending and the implementation of learned strategies	annually	Mary Ann Pattenaude (Director of Ed. Technology), Todd Vilardo (Asst. Supt., Building Principals
<b>Community Strategy</b>	Survey of the new SIS implementation, ParentLink usage reports, number of staff using district email accounts, parent and community feedback	Results from survey will be reviewed. Number of staff using the gradebook and attendance modules. Results from parent and community surveys on tools used to communicate with them will be analyzed.	annually	Mary Ann Pattenaude (Director of Ed. Technology), District Administrators, Building Administrators
<b>Tech D. Strategy</b>	ISAT, PSAE, Equipment inventories, purchase orders	Assessments will be reviewed. Student scores will increase. Technology use will be increased.	annually	Mary Ann Pattenaude (Director of Ed. Technology), Building Principals, SIP teams, Bill Richardson (Head of Mnt.)

**Part F: Monitoring Process for Goal Phase III**

Monitoring Tools		Progress Indicators	Evaluation Frequency	Person Responsible
<b>C&amp; I Strategy</b>	ISAT, PSAE, MAP, and AimsWeb tests, Software/Online Resources inventories and use reports, purchase orders, evaluations of innovative technologies used	State and Local assessments will be reviewed. Student scores will increase. Items are purchased and used	annually	Todd Vilardo (Asst. Supt.), Mary Ann Pattenaude (Director of Ed. Technology), Building Administrators and SIP teams
<b>PD Strategy</b>	Professional development forms, list of Trainings offered, training sign in sheets and training evaluations	The number of teachers attending and the implementation of learned strategies	annually	Mary Ann Pattenaude (Director of Ed. Technology), Todd Vilardo (Asst. Supt., Building Principals
<b>Community Strategy</b>	Survey of the SIS program, ParentLink usage reports, number of staff using district email accounts, parent and community feedback	Survey results from SIS usage. Results from parent and community surveys on tools used to communicate with them will be analyzed.	annually	Mary Ann Pattenaude (Director of Ed. Technology), District Administrators, Building Administrators
<b>Tech D. Strategy</b>	ISAT, PSAE, Equipment inventories, purchase orders	Assessments will be reviewed. Student scores will increase. Technology use will be increased.	annually	Mary Ann Pattenaude (Director of Ed. Technology), Building Principals, SIP teams, Bill Richardson (Head of Mnt.)

### **SECTION III: PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION**

#### **Part A - Description of 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 your attempts at locating these entities within your narrative.)

A sub-committee of eleven Educational Technology (ET) members worked two school days, January 19<sup>th</sup> and January 30<sup>th</sup> to create the initial draft of this plan. The entire ET Committee reviewed the plan on February 10th and their comments were included in this plan. The Charleston administrative team was emailed the plan and asked for their comments. The Board of Education received a copy of this plan to review and approve. The Superintendent and Assistant Superintendent were provided a copy of this plan to review and their comments were included in this plan. A draft of the plan was placed on the district web server so all staff as well as parents and community members could review and make comments. ET members presented this plan at building staff meetings and a time for comments was given. The Public Library director, our adult literacy providers and several parents reviewed the plan and their comments are included in this plan.

**Part B - State the district's internet safety policy:**

Board Policy 6:235-AP - **Student Authorization for Electronic Network Access**

<http://www.charleston.k12.il.us/pdfs/board-policy/section6/6-235-Exhibit-2.pdf>

It was adopted March 9<sup>th</sup>, 2005.