



Illinois Technology Plan Online

Plan Name:	Chadwick - Milledgeville CUSD #399 2004-2005
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Region:	TBD
Address:	CHADWICK-MILLEDGEVILLE CUSD 399 IL RT 40 PO Box 609 MILLEDGEVILLE, IL 61051
Contact:	Eric Haan District Technology Coordinator
Phone:	(815) 225-7141 ext. 239
Fax:	(815) 225-7847
E-mail:	ehaan@dist399.net

Section 1: Table of Contents

Section 1

Table of Contents

Section 2

Acknowledgements & Stakeholder Involvement

Section 3

District/School & Community Profile

Section 4

Vision

Section 5

Data Collection & Analysis

Section 6

Action Plan

Section 7

Assessment & Evaluation

Section 8

Timeline

Section 9

Budget & Financial Plan

Section 10

Appendices

Section 2: Acknowledgements & Stakeholder Involvement

Stakeholder Involvement

The stakeholders participated in the creation of the technology plan by offering their views on the successes and needs of the schools in our school district, and specifically on how the use of technology is a factor in those successes or of the needs. The stakeholders were part of our district's Technology Committee. The Technology Committee is composed of teachers, administrators, board members and other district support staff. The Technology Committee will review this plan in April or May of each year to assure continuance of the plan and to gauge the completion and success of the plan. Though the faces on the Committee may change from year to year, the goal of the committee will remain the successful integration of technology into the curriculum and the committee will use this plan as its blueprint. This plan will be on the district website so that it can be accessed by all interested parties. Additionally, a community meeting will be held to share the plan with interested parents, business people and other community members.

Stakeholder	Role
Carol Haan	Parent/Community Member
Dawn Webb, JH Student	Student input and advisement.
Debbie Slifer, Technology Teacher	Technology Committee member and technology curriculum integration.
DiAnn Adolph, Board President	Technology Committee member and board representative.
Eric Haan, District Technology Coordinator	Technology Committee chair and head of the plan writing team.
Jason Pasch, HS Social Science Teacher	Technology Committee member and technology curriculum integration.
Jean Livengood, Technology Teacher	Technology Committee member and technology curriculum integration.
John Richter, HS Student	Student input and advisement.
Kevin Taulman, MHS Principal	Administrative Representative and member of the Technology Committee.
Lisa Richter, District Librarian	Media Specialist, parent and a member of the plan writing team.
Nicole Brokaw, HS Student	Student input and advisement.
Roy Webb, Chadwick Principal	Administrative representative, curriculum integration support and part of the plan writing team.
Sheila Brunner, JH English Teacher	Technology Committee member, technology curriculum integration and member of the plan writing team.
Shelly Parks	Parent/Community Member
Tammy Hayen, District Secretary	Technology Committee member, parent and district office representative.
Terry L. Bowers, Superintendent	Administrative representative and budgetary support.

Section 3: District/School & Community Profile

Characteristics

Chadwick-Milledgeville CUSD# 399 is a unit district with two buildings, four schools in two communities. It lies in Carroll County. The District covers a 208 square mile area having a population of 2,183 people according to the 2000 census figures. In Milledgeville, the district maintains two schools and one building. One school is the K-3 elementary school with around 150 students. The school was a 2004 NCLB Blue Ribbon School. The high school, also housed at Milledgeville is a 9-12 building with approximately 185 students. The other district building is located in Chadwick and houses grades 4-8 with approximately 200 students. The district had an equalized assessed valuation per pupil of \$84,670. The district is financially secure and has never had a deficit year. Much of the financial base of the district is agricultural land plus housing. There are a few businesses within the district. The district does not categorize a particular budget amount for technology and professional development. Instead, professional development and technology are supported mainly through grants from the federal and state governments and other sources, with just a small portion coming from local district funds. Both communities are very small and rural. Milledgeville has a population of 1016 and Chadwick has 505. Both communities have the typical businesses found in smaller communities. Restaurants, banks, quick stops, and so forth are located throughout both towns. There are no large employers in the communities or the district. The racial makeup of the school district is not very diverse. There are a few minorities but not enough to be disaggregated for data purposes.

School, Staff & Community Demographics

The Chadwick-Milledgeville School District has a total enrollment of about 600. We have a high attendance rate (95%) and graduation rate (90%). Twenty percent of our students come from families classified as low income. The Chadwick-Milledgeville School District employs 45 teachers and administrators. Eighty percent of these teachers have a Bachelors degree, and twenty percent have earned at least a Masters degree. While the Chadwick-Milledgeville School District is rural, people are not dependent on farming for their income. The census indicates that of 1,069 employed persons in the District, only 59 (5.5%) indicated that their income was from agriculture, forestry, fishing and hunting, and mining and only 1.4% were from production agriculture. Transportation and production occupations were the most common with 342 of the 1,069 persons employed (32%) working in these.

Much of the demographics information is available in our District Report Card available at http://www.dist399.net/report_cards.htm.

Attributes & Challenges of the District/School and Community

Chadwick-Milledgeville School district has high level of parental support and parental involvement. This is evidenced by 100% parent contact for the last several years. This involvement has corresponded directly to testing and student achievement that often far outpaces the rest of the state. Carroll County has the highest unemployment rate in the state. Along with this fact, Chadwick-Milledgeville School District has seen greater mobility over the last several years than at any other time in its history. Ninety-one percent of the District's residents have a high school diploma or lower. The school district does enjoy great parent involvement, but that involvement does decrease as students enter high school. Parent-teacher conferences at the high school are evidence of this, especially when compared to the very high turn out seen at the grade school level. This would make the school's efforts more difficult as the Standards are raised. Expectations at the school could be significantly higher than in the home. Given the types of employment and education level of District residents, student achievement is affected. The district has also seen an increase in drug-related incidences in the district at the high school. It is expect that unemployment and student mobility will continue to have an impact on our school and student achievement.

Section 4: Vision

Vision Explanation

This vision statement was developed in 1999, following a town meeting where the community shared their best hopes and worst fears, and their own vision statements. It was then revised for our 2002 technology plan and further revised in 2004 for our current tech plan.

In the the 2004/2005 school year an additional school/home survey was completed by students, staff and parents. We conducted a Goals 2004 Implementation/Professional Development project during the 2004/2005 year, and the results from this project include a Broad Based Panel to help direct our school improvement program. This Broad Based Panel is composed of teachers, administrators, parents and even representative students. We will continue with this same panel during the length of the Technology Plan. In the winter of the 2004/2005 school year, after all new data was collected and assessed, the technology committee reviewed the district mission statement and revised it to its current state.

Vision Statement

The Chadwick - Milledgeville CUSD #399 vision for our community and school is to utilize interactive technology to empower ALL students and community members to function effectively in an ever-changing world. This will be achieved by providing opportunities to enhance their technological skills and intellectual abilities, through engaged learning activities and by providing access to global information and communication, to the end that all will benefit equally as future citizens of this community and the world.

Section 5: Data Analysis, Collection & Sources

Data Analysis Processes

To analyze the data collected through surveys, school report cards, administration and teacher observations and the Census Bureau, we tallied and compared the data to gain an understanding of the current standing of our school district. We found that most of the students are familiar with technology, but the level of understanding varies greatly across the grade levels. Most of our teachers use technology quite frequently, but not all feel confident in their use.

The general consensus seems to be that when teachers and students need technical assistance, they know where to go and usually see their issue resolved within that school day. The community seems to agree that technology is a vital element of today's education and society. Most would be willing to support additional funding for technology with the school system.

Here is a summary of our findings:

The school district has seen a slight drop in reading scores throughout the district. The data over the last several years has shown a measurable decrease in reading scores on state assessment tests and achievement tests. The most significant drop was in 2003-04 where fifth grade reading scores showed 51% of students did not meet state expectations.

Based on survey results, the Chadwick-Milledgeville School District has a strong automation presence throughout the district. Teachers, parents, and students all feel computers are important in the classroom. All groups feel technology has several uses in education. A very large percentage of district families have fairly new computers and Internet access. These families do access our district website. One hundred percent of teachers, 98% of parents, and 96% of students feel technology should be integrated into the curriculum. Ninety-five percent of teachers, 97% of parents and 88% of students feel technology should be a priority for district funds. Most feel the degree of integration in the district right now is acceptable. Ninety-five percent of teachers, 91% of parents, and 92 percent of students all feel this is a true statement.

According to teachers, parents, and students technology should be used in many areas throughout the school. Classroom instruction was the most named, but administration, teacher development, parental involvement, student assessment, and information all received significant votes.

A very high percentage of our district has access to computers in their homes. One hundred percent of teachers, 93% of parents, and 96% of students have computers in their homes. Over 80% of these computers are less than four years old. About 85% of teachers, parents, and students have home Internet access. Over 50% of that access can be considered high speed Internet access, using DSL, cable, or a wireless system.

Most of the district uses our website. Ninety-five percent of teachers, 80% of parents and 85% of students use the district website. Home work assignments were the most used. The school calendar, athletic schedules, lunch menus, student handbooks, school news, photos, curriculum guides and staff pages were also heavily used. School report cards, board minutes, contact information, board policies, budget information and student web-sites were used, but not to any great extent. Many parents requested e-mail to be used for contact and certain information.

This survey showed that our district has a solid technology base. This base can be used to leverage parent and student communication. It can be a means to help classroom instruction and be another link to parental involvement.

Data Collection Processes

To collect the data for this technology plan, we used a number of different resources. We collected data for the district School Report Cards to discover how well our students do based upon the state learning standards.

We researched within the United States Census Bureau to discover the community attributes, which might hinder or help the school's achievement.

We conducted school and community surveys to identify public opinion of the academic and technological progress of our school community. We used a survey that was developed by our Technology Committee. We have posted a copy of the survey that we used on the web. Please see the Data sources listed below for a link to the survey that we used.

Data Sources

Document	URL
2003 Chadwick Elementary Report Card	http://www.dist399.net/district_files/report_cards/03_chadwick_elem_rc.pdf
2003 Chadwick JH Report Card	http://www.dist399.net/district_files/report_cards/03_chadwick_jh_rc.pdf
2003 District and School Report Cards	http://www.dist399.net/district_files/report_cards/03_district_rc.pdf
2003 Milledgeville Elementary Report Card	http://www.dist399.net/district_files/report_cards/03_milledgeville_elem_rc.pdf
2003 Milledgeville HS Report Card	http://www.dist399.net/district_files/report_cards/03_milledgeville_hs_rc.pdf
2004 Chadwick Elementary Report Card	http://www.dist399.net/district_files/report_cards/04_chadwick_elem_rc.pdf

2004 Chadwick JH Report Card	http://www.dist399.net/district_files/report_cards/04_chadwick_jh_rc.pdf
2004 District Report Card	http://www.dist399.net/district_files/report_cards/04_district_rc.pdf
2004 Milledgeville Elementary Report Card	http://www.dist399.net/district_files/report_cards/04_milledgeville_elem_rc.pdf
2004 Milledgeville HS Report Card	http://www.dist399.net/district_files/report_cards/04_milledgeville_hs_rc.pdf
Planned Improvement Areas	http://www.dist399.net/district_files/school_improvement.pdf
Technology Survey	http://www.dist399.net/district_files/tech_survey.pdf
United States Census Bureau: Fact Finder	http://factfinder.census.gov

Section 6: Action Plan

Community Involvement

Goal 1: Educating the Community

Description: Currently, there is a distinct separation between our school system and rest of the community. As a committee, we believe that the education provided by our school district should not be limited to its school-age students. Learning is a life-long process of which the education system should be an essential component. One of the major educational needs of our community involved the use and application of computers and related products (i.e. digital cameras, scanners, etc.) Though the majority of our community members have computers in their homes, many still do not have the knowledge or ability to make use of these computers in their daily lives.

The school should be conceptualized and designed as a learning community where users learn to work collaboratively. Learning is made public so that the learner can receive input from diverse perspectives and build on that knowledge. The community sees the school as a center of learning that is available to students and community members. Community members will have opportunities to receive after-school technology training, to be taught in our computer labs. By creating this connection to the community, the district hopes to not only provide services to the community, but also increase the value the community places on education.

Strategy 1:

Community Tech Classes

Description:

The district will offer classes to the public for a nominal fee. These classes will consist of data and word processing, communications such as the Internet and email, business management such as electronic accounting and web page development, and other topics of interest to the public. There will be a total of 10 six-hour day courses per year.

Cost	Funding Source	Person Responsible
\$1,000.00	The nominal fees charged will be used to pay for the district's implementation of the services. Donations and waiver procedures will also be established.	Business/Technology Faculty and Administration
Time Frame	Start Date	End Date
2005-2006 2006-2007	7/1/2005	6/30/2007

Curriculum & Instruction

Goal 1: Preparing Students for the Twenty-First Century

Description: Currently, our students do not meet all of the requirements for the Illinois Learning Standards, the 21st Century Skills, and the National Education Technology Standards. We would like to see a greater majority of students meeting these standards. Students who meet more of these standards will be better equipped to find future success.

Students will be assessed using technology in alignment with the Illinois Learning Standards, 21st Century Skills, and National Education Technology standards. This will include an incorporation of an online Internet assessment through STI Assessment. This product allows for pre-testing and post-testing to measure student's progress individually in relation to Illinois Learning Standards. Also this would include the use of STAR Math and Accelerated Math, which provide a measurement of student's base levels and shows progress in mathematics achievement. This allows teachers to individualize lessons for mathematical students in K-12. STAR Reading and Accelerated Reading provides a similar computer experience in reading, which we hope to expand from K-6 to K-12. All three of these programs have been scientifically proven to enhance student education and performance.

Strategy 1:

Project-Based Curriculum

Description:

Students will research, problem-solve, and present technology-based projects across the curriculum to enhance learning for themselves and their community. the projects will be assessed using skill rubrics.

Cost	Funding Source	Person Responsible
\$.00	All possible costs will be absorbed by the district.	Building principals and classroom teachers.
Time Frame	Start Date	End Date
2004-2005 2005-2006 2006-2007	7/1/2004	6/30/2007

Strategy 2:

Online Assessments

Description:

STI Assessment is an online assessment program that allows teachers to monitor student achievement levels through interactive activities specifically aligned to Illinois Learning Standards. This program will be implemented in the K-12 classrooms to assist teachers in assessing achievement based on the standards. This program includes training for all teachers and across all curriculum areas.

Support research links are located in the appendices.

Cost	Funding Source	Person Responsible
\$7,000.00	Local funds.	Building principals and classroom teachers
Time Frame	Start Date	End Date
2005-2006 2006-2007	7/1/2005	6/30/2007

Strategy 3:

Accelerated Math

Description:

STAR Math and Accelerated Math are currently in use through our K-3 classrooms and will be expanded to include our 5-8 classrooms. Students will participate in this program to maintain and improve math skill levels. This program will allow teachers to individualize mathematical education. The program will identify student weaknesses and develop activities that will directly strengthen weak areas. By improving the weaknesses, students will be better equipped to meet the state learning standards.

Support research links are located in the appendices.

Cost	Funding Source	Person Responsible
\$6,000.00	Title grant money	District Tech Coordinator and classroom teachers.
Time Frame	Start Date	End Date
2004-2005 2005-2006 2006-2007	7/1/2004	6/30/2007

Strategy 4:

Accelerated Reading

Description:

STAR Reading and Accelerated Reading (see Appendices for a link to their sites) will be extended throughout our K-12 school district. It is currently used in our K-8 curriculum. Students will participate in this program to maintain and improve reading skill levels. This program will allow teachers to individualize reading education. The program will identify student weaknesses and develop activities that will directly strengthen weak areas. By improving the weaknesses, students will be better equipped to meet state standards.

Support research links are located in the appendices.

Cost	Funding Source	Person Responsible
\$1,000.00	Title grant money	District Tech Coordinator and classroom teachers.
Time Frame	Start Date	End Date
2004-2005 2005-2006 2006-2007	7/1/2004	6/30/2007

Professional Development

Goal 1: District Learning Standards

Description: Our school district does not address the national technology standards in our curriculum. The district will develop a working set of district standards that align with both the National Education Technology Standards (NETS) and the Illinois Learning Standards (ILS). The purpose of this project is to bring our school into the twenty-first century by providing our teachers and students with the skills necessary to survive and find success in today's technological society.

Teachers will spend several School Improvement sessions compiling a set of standards for the school district that will incorporate both the NETS and the ILS.

By offering CPDUs to faculty and administrators who participate, our school district will support them in advancing towards completing

their recertification goals.

Support research links are located in the appendices.

Strategy 1:

Technology Team

Description:

A team of faculty members from our district will attend a summer workshop series on the Illinois Learning Standards and the National Education Technology Standards. These teachers will receive Continuing Professional Development Units (CPDU). These individuals will then return to the district and head our districts Technology Team. The technology team will provide professional development to the district faculty and administration, analyze the staff members, and divide them into working groups. The Technology Team will be equipped, through our district, to provide participating administrators and faculty members with CPDUs. They will prepare participants to meet the standards as outlined in the NSDS and the TSSA. They will schedule and monitor staff meetings. They will analyze surveys and test results and evaluate goal effectiveness.

Cost	Funding Source	Person Responsible
\$1,000.00	Local funds	District Administration
Time Frame	Start Date	End Date
2005-2006 2006-2007	7/1/2005	6/30/2007

Strategy 2:

Learning Standards

Description:

Our district will develop district standards based on the NETS and the ILS. To do this, all teachers and administrators will study technology through workshops and exploration of software and hardware. Those teachers, who are more technically advanced, will mentor those who are not as knowledgeable in technology.

Teachers will spend approximately one afternoon per month working together to combine the NETS and ILS into a complete set of standards that emphasize learning through technology. They will identify specific goals for each grade. The teachers will develop rubrics to assess student achievement at the end of each year. This assessment will identify which goals have been met as well as those goals that need to be continued into the next school year. The assessment will also highlight areas of the curriculum that need improvement. Teachers can begin brainstorming strategies and lesson plans on how to carry out the standards in the classroom. They will compile resources, activities, lesson plans, and units that will meet the identified goals. These School Improvement sessions will be documented to create a set of district standards. The document will include the grade-level goals with compatible resources, lessons, activities, and rubrics. This document will be available in print and online for teachers, administrators, and parents. Once the school district has a standards-based curriculum and teachers have the knowledge and ability to use technology, the challenging process of implementing the new curriculum will begin. We will modify our existing curriculum to consist of more technology-rich, hands-on lessons and projects. These lessons and projects will assist our students in their exploration of the world of learning and will allow them to meet the standards that the state has laid out.

Cost	Funding Source	Person Responsible
\$4,000.00	Local funds and Title grant funds	District Administration and Technology Team
Time Frame	Start Date	End Date
2005-2006 2006-2007	7/1/2005	6/30/2007

Strategy 3:

Tech-Enhanced Teachers

Description:

District teachers will attend workshops and conferences. These workshops will focus mainly on technology and its benefits on and implementation into education. They will spend time learning how to use the available technology and discovering ways of implementing it into the classroom. Teachers can then bring this new knowledge back to the schools and share it with the rest of the faculty. The teachers who attend a particular workshop will then be mentors to the rest of the faculty. They will assist their fellow teachers in implementing the new technology into their classrooms. The district will hold workshops to train teachers in creating classroom web pages. The teachers will create and maintain their own classroom web pages. Along with current news, activities, and contact information, the pages will include copies of the class curriculum, goals, and rubrics. These pages will provide a way for parents to stay informed about and involved in their child's classroom. This information will allow parents to reinforce their child's education and help their students with homework. The contact information will increase communication between teachers and parents. Email will present a cheaper and more convenient way for such communication to take place.

Cost	Funding Source	Person Responsible
\$4,000.00	Local funds and Title grant funds	District Administration
Time Frame	Start Date	End Date
2005-2006 2006-2007	7/1/2005	6/30/2007

Goal 2: District Telecommunications

Description: District personnel will be continually trained in the use of telecommunication services including local and long distance phone service, cell phone service for out-of-district student activities, and email and Internet access through our district's DSL lines. These services are made available to the school district because of the discount provided by the E-Rate program.

Strategy 1:

Telecommunications

Description:

District personnel will be continually trained in the use of telecommunication services including local and long distance phone service, cell phone service for out-of-district student activities, and email and Internet access through our district's DSL lines. These services are made available to the school district because of the discount provided by the E-Rate program.

Cost	Funding Source	Person Responsible
\$.00	Any costs will be absorbed through the district.	District Technology Coordinator
Time Frame	Start Date	End Date
2004-2005 2005-2006 2006-2007	7/1/2004	6/30/2007

Technology Deployment & Sustainability**Goal 1:** Telecommunications Services and Internet Access

Description: Local, Long Distance and Cellular telephone services as well as Internet access are provided for the district at a discount through the E-Rate program. Our district would not have the financial means to pay for these services without this discount.

Strategy 1:

Local and Long Distance Service

Description:

Services are used to facilitate and enhance communication between schools' staff, parents, students and other education stakeholders.

Cost	Funding Source	Person Responsible
\$9,500.00	Local funds and E-Rate funding	District Technology Coordinator
Time Frame	Start Date	End Date
2004-2005 2005-2006 2006-2007	7/1/2004	6/30/2007

Strategy 2:

Cellular Services

Description:

Wireless services are used for fast, on-demand communication services for our various administrative staff and transportation personnel while at school, in transit, on field trips and during other educational activities. The services enhance communication and school safety.

Cost	Funding Source	Person Responsible
\$3,000.00	Local funds and E-Rate Funds	District Technology Coordinator
Time Frame	Start Date	End Date
2004-2005 2005-2006 2006-2007	7/1/2004	6/30/2007

Strategy 3:

Internet Access

Description:

The district Internet services is accessed through a 2 Mb DSL connection at each school building. The DSL connections provide access to the Internet which is used to facilitate the learning and communication of school staff, students, parents and other educational stakeholders.

Cost	Funding Source	Person Responsible
\$5,760.00	Local Funds and E-Rate Funds	District Technology Coordinator

Time Frame	Start Date	End Date
2004-2005 2005-2006 2006-2007	7/1/2004	6/30/2007

Goal 2: Computer Access

Description: Currently there is at least one computer lab for each of our schools, with the high school having an additional mobile lab as well as a teaching lab. We also have at least one computer in every classroom with many having four or more. It is the district's intention to maintain the high availability of computer access to our students and staff.

Strategy 1:

Computer Labs

Description:

The district will continue to replace the machines in the computer labs on a rotating schedule. We will attempt to replace the machines in at least one of our labs every year.

Cost	Funding Source	Person Responsible
\$12,000.00	Local District Funds	District Technology Coordinator

Time Frame	Start Date	End Date
2004-2005 2005-2006 2006-2007	7/1/2004	6/30/2007

Strategy 2:

Class Room Computers

Description:

The district will continue to update or replace existing classroom computers and add additional computers as finances allow. We currently attempt to update 15 to 20 classrooms a year allowing us to budget approximately the same funds each year.

Cost	Funding Source	Person Responsible
\$12,000.00	Local Funds	District Technology Coordinator

Time Frame	Start Date	End Date
2004-2005 2005-2006 2006-2007	7/1/2004	6/30/2007

Strategy 3:

Administrative Computers

Description:

It is the district's goal to keep our administrative staff's computers up to date. To that end we will replace the machines every four years.

Cost	Funding Source	Person Responsible
\$6,000.00	Local Funds	District Technology Coordinator

Time Frame	Start Date	End Date
2006-2007	7/1/2006	6/30/2007

Goal 3: Technology Maintenance

Description: The district strives to offer our students and staff technology that they can depend on. To that end, the district's goal is to have all technology problems solved within twenty-four hours.

Strategy 1:

Computer Maintenance

Description:

The computer maintenance and upgrade support will be handled by our District Technology Coordinator. Any issues that can not be resolved internally will be handled by Essex Computers of Sterling, IL. The district will maintain an inventory of computer parts to help meet the goal of a twenty-four hour turn around.

Cost	Funding Source	Person Responsible
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\$8,000.00 Local Funds and possible grant monies District Technology Coordinator

Time Frame	Start Date	End Date
2004-2005 2005-2006 2006-2007	7/1/2004	6/30/2007

Strategy 2:

Full Time Technology Coordinator

Description:

Because of the demands of time that the upkeep and implementation technology requires, it is our district's opinion that a full time technology coordinator is required.

Cost	Funding Source	Person Responsible
\$50,000.00	Local Funds	Superintendent and Technology Coordinator

Time Frame	Start Date	End Date
2004-2005 2005-2006 2006-2007	7/1/2004	6/30/2007

Strategy 3:

Redeployment of Equipment

Description:

The district's plan is to use all equipment until it no longer meets the needs of our students or staff. The high school computers will reach that point before the lower grades. The machines that are being phased out of high school labs will be redeployed into grade school class rooms for use with Accelerated Reader and Accelerated Math. The machines that are taken out of the grade school class rooms will be recycled.

Cost	Funding Source	Person Responsible
\$.00	All possible costs will be absorbed by the district.	District Technology Coordinator

Time Frame	Start Date	End Date
2004-2005 2005-2006 2006-2007	7/1/2004	6/30/2007

Section 7: Assessment & Evaluation

Overall Plan Impact on Student Achievement

The expected impact of the technology plan on student achievement is to dramatically increase assessment of the student skills in math, reading, science and social science. By increasing assessment, teachers may identify areas in which individual students or groups of students are weak as well as allowing teachers to know when students have mastered a skill set. This will allow the teachers to plan lessons, which specifically address student weaknesses and will also allow teachers to know when to move on to the next skill set. The assessments will be directed toward identified essential skills in math and to the mastery of Illinois Learning Standards in math, reading, science and social science. In addition, the skills used to do the assessments and to improve learning will be coupled with technology skills needed to be literate in technology. Computers and the Internet will be used to gather data, interpret data, and to draw conclusions. Also, technology will be used to report the results of our improvement to students and the public via the Internet.

Community Involvement

Goal 1: Educating the Community

Strategy 1: Community Tech Classes

Expected Results: Ten to twenty community members would be in participation for each session of the Tech Classes.

Indicators of Success: Quantitative: A level of participation of ten to twenty community members for each session. Qualitative: A positive evaluation at the conclusion of each session.

Measurement Instruments: A log of participants and hours of participation will be kept. Descriptions of skills taught during each session will also be kept along with the participant evaluation of each session.

Frequency of Analysis: Following each session, a formative evaluation will be done in preparation for the next session. An annual summative evaluation will be done prior to the next year's planning. The teacher(s) of the sessions, building principals, district technology coordinator and the tech committee will participate in the process.

Curriculum & Instruction

Goal 1: Preparing Students for the Twenty-First Century

Strategy 1: Project-Based Curriculum

Expected Results: Teachers will engage students in projects which require higher order thinking skills. Students will work as groups, using technology to collect, analyze, and draw conclusions in various projects across curricular areas. Students will use technology to report results of projects to peers and to others.

Indicators of Success: Quantitative: Students will spend a minimum of 15 hours annually working on projects described above. Qualitative: Observation of increased time spent by students and teachers on projects as described above. The projects should be viewed by administrators during class visits and should provide articles for news coverage in area papers.

Measurement Instruments: Teacher evaluation instruments. Articles published in area papers. Anecdotal records. Skill based rubrics will be used to evaluate student use of technology.

Frequency of Analysis: Formative and summative analysis will be done toward the end of each semester.

Strategy 2: Online Assessments

Expected Results: Students will be assessed in order to measure their mastery of Illinois Learning Standards in science, English, math, and social science. STI's online assessment tool will be used. This tool allows teachers to produce assessments, which measure mastery of Illinois Learning Standards. Teachers (especially secondary) will assess their learning area a minimum of four times during the second semester of 2004-2005, a minimum of eight times in 2005-2006, and a minimum of ten times in 2006-2007. It is expected that this assessment will lead to improved instruction and learning so that gaps in the Illinois Learning Standards will be addressed. This is expected to lead to higher scores on ISAT and PSAE.

Indicators of Success: Quantitative: An increase of 15% in the numbers of students meeting and/or exceeding is expected with an equal decrease in the below and/or warning categories. Qualitative: Student achievement will rise, especially in the weaker areas of math and science.

Measurement Instruments: Measurement will come from the STI assessments themselves. These provide a numerical measurement, which identifies the Illinois Learning Standards, which are being met, or not being met both by individual students and by classes of students.

Frequency of Analysis: Teachers will make formative analyses following each assessment, which is given. This will be done for individual students as well as the class as a whole. At the conclusion of each semester, summative analyses will be done using an accumulation of class results. It is expected that class results will show an improvement in the mastery of Illinois Learning Standards over the semester.

Strategy 3: Accelerated Math

Expected Results: A significant increase in overall math skills is expected. Though Math is not shown to be a weak area in ISAT testing, there is always room for improvement. Over a school year, at least 11 months' improvement in math skills should be found. This is

expected because of the research done by Renaissance Learning available on their website.

Indicators of Success: Quantitative: 95% of our students will be successful at the Pre Algebra level by 8th grade. Qualitative: significant increase in the skills, which are mastered by individual students and classes of students in mathematics.

Measurement Instruments: Star math program is a part of Accelerated Math, a product of Renaissance Learning, Inc. This product assesses students' math skills and communicates to students and teachers the skills which are lacking, and those which are mastered.

Frequency of Analysis: Formative analysis for students will be done weekly. This is done online or with use of scanners and is not time consuming nor difficult. Summative evaluation for the program will be done at the end of each semester. Formative evaluation of the program will be done annually.

Strategy 4: Accelerated Reading

Expected Results: A significant increase in overall reading skills is expected. Reading is shown to be vital for student success in all areas of learning. Over a school year, at least 10 months improvement in reading skills should be found.

Indicators of Success: Quantitative: 80% of our students will read at or above their grade level. Qualitative: A significant increase in the skills, which are mastered by individual students and classes of students in reading.

Measurement Instruments: Star reading program is a part of Accelerated Reading, a product of Renaissance Learning, Inc. This product assesses students reading skills and indicates students who are not reading up to grade level. This allows more individualized instruction for those students.

Frequency of Analysis: Formative analysis for students will be done weekly. This is done online or with use of scanners and is not time consuming nor difficult. Summative evaluation for the program will be done at the end of each semester. Formative evaluation of the program will be done annually.

Professional Development

Goal 1: District Learning Standards

Strategy 1: Technology Team

Expected Results: Teachers will become familiar with all aspects of Illinois Learning Standards and National Education Technology Standards. Teachers will be able to incorporate standards into their planning.

Indicators of Success: Quantitative: Observation of teachers should indicate an increase in the use of ILS and NETS in day-to-day learning, teaching, and planning. Qualitative: Because of the increase of ILS and NETS in day-to-day learning, we expect to see an increase in student achievement.

Measurement Instruments: Examples of teachers' daily lesson plans and records of classroom observations will provide anecdotal evidence of the increased used of ILS and NETS. Improvements in ISAT and PSAE should be observed.

Frequency of Analysis: Annual summative and formative evaluation will be done cooperatively between teachers and administrators.

Strategy 2: Learning Standards

Expected Results: In association with strategy 1, strategy 2 will be to provide teachers with professional development in regards to technology skills which they need to implement NETS and ILS with their students. It is expected that teachers will gain at least minimal competency with technology as needed to provide instruction to students.

Indicators of Success: Quantitative: All classroom teachers will attend professional development sessions for above and all classroom teachers will plan lessons at least twice a semester which use technology. Qualitative: Students will learn using technology and mastering at least one ILS for each lesson taught.

Measurement Instruments: Evaluations will be developed for Professional Development sessions, which will evaluate both formatively and summatively, teachers learning of technology skills addressed. Lesson Plans will be collected with anecdotal descriptions of the outcome from each lesson which is prepared using technology to address ILS.

Frequency of Analysis: Annual analysis will be made for these strategies.

Strategy 3: Tech-Enhanced Teachers

Expected Results: Teachers will become skilled in the use of technology in the classroom and will share their new skills with other faculty members.

Indicators of Success: Quantitative: Teachers will attend at least two tech trainings per year. At least four tech trainings are offered to all faculty as a result of the tech trainings of other teachers. Qualitative: Because of this training, teachers will become more proficient with the technologies offered them.

Measurement Instruments: Logs of trainings attended and resulting trainings offered, will be kept. All trainings offered will be evaluated by teachers attending, both local and out of district.

Frequency of Analysis: Analysis will be done annually.

Goal 2: District Telecommunications

Strategy 1: Telecommunications

Expected Results: All school employees will be able to use telecommunications devices available to them. This includes telephones, cellular phones, and Internet access.

Indicators of Success: Quantitative: Our district will realize 100% parent contact. Qualitative: School employees will be able to use the technology, as they need to, without seeking assistance.

Measurement Instruments: Observation will be done by administration and tech personnel to see that the above is true.

Frequency of Analysis: Annually.

Technology Deployment & Sustainability

Goal 1: Telecommunications Services and Internet Access

Strategy 1: Local and Long Distance Service

Expected Results: That telephone services will be available and used to communicate between teachers, students, and parents.

Indicators of Success: Quantitative: 100% contact between our teachers and student's parents. Qualitative: That telephones are in place and working and that personnel do use them for communications.

Measurement Instruments: Administrative observation in each building will measure effectiveness and a survey will be conducted of staff regarding effectiveness.

Frequency of Analysis: Annually.

Strategy 2: Cellular Services

Expected Results: That cellular phone services will be available and used to communicate between school personnel, students, and parents in emergency situations.

Indicators of Success: Quantitative: All emergency calls are made in a timely manner. Qualitative: That cellular phones are available and working and that personnel do use them for emergency communications.

Measurement Instruments: Administrative observation in each building will measure effectiveness and a survey will be conducted of staff regarding effectiveness.

Frequency of Analysis: Annually.

Strategy 3: Internet Access

Expected Results: That Internet access will be available for students, staff and teachers and will be a robust connection.

Indicators of Success: Quantitative: All staff will use the internet for administrative as well as instructional purposes. Qualitative: That Internet service is available district wide and is used for educational as well as administrative purposes.

Measurement Instruments: A survey will be given to students and teachers to measure adequacy of Internet access district wide.

Frequency of Analysis: Annually.

Goal 2: Computer Access

Strategy 1: Computer Labs

Expected Results: That students and teachers will have computer labs available for use by classroom teachers to enhance student learning. Not to be used for computer instruction such as keyboarding etc. This will allow for technology use for student learning K-12 across curriculum.

Indicators of Success: Quantitative: That labs are available in each building for such teacher and student use and that the labs are used regularly by classroom teachers. Qualitative: This will improve students research and communications capabilities.

Measurement Instruments: Log books will be maintained in each lab which will detail hours of use, which teachers and students are using the lab, and for what purposes (e.g.: research, presentations, etc).

Frequency of Analysis: Analysis will be done each semester for both summative and formative.

Strategy 2: Class Room Computers

Expected Results: That students and teachers have access to a modern computer in each classroom.

Indicators of Success: Quantitative: 100% of all classrooms have modern computers. Qualitative: Computers in the classroom are used by both the students and teachers to further the board of education's vision for using technology to enhance the educational process.

Measurement Instruments: Informal observations by building principals will be done to see how much technology integration is being realized as well as a survey of the teaching staff.

Frequency of Analysis: Informal observations will take place regularly and the survey of technology use in the classroom will be done

annually.

Strategy 3: Administrative Computers

Expected Results: The administrative staff as well as their support staff will have modern computers that meet the requirements of the software systems they run.

Indicators of Success: Quantitative: 100% of the administrative staff have modern computers. Qualitative: Administrative staff and their support staff are able to use their computers to complete the automated tasks required of them.

Measurement Instruments: A survey of the administration and their support staff will be done by our district technology coordinator.

Frequency of Analysis: Semi-annually.

Goal 3: Technology Maintenance

Strategy 1: Computer Maintenance

Expected Results: It is expected that all technology in the school district will be in working order and upgraded in a timely fashion.

Indicators of Success: Quantitative: All stakeholders have working, up-to-date technology to enhance the learning processes. Qualitative: Having this technology in working order will have a direct correlation with an increase in student achievement.

Measurement Instruments: Logs of computer maintenance and upgrade, surveys of stakeholders, working computer systems.

Frequency of Analysis: Annual evaluation will be made of these systems.

Strategy 2: Full Time Technology Coordinator

Expected Results: With the employment of a full time technology coordinator, it is expected that the turn around time on repairs is short, the integration of technology into the curriculum will be greater, and that technology assistance is readily available.

Indicators of Success: Quantitative: Repairs are done within 24 hours and all staff feel that they have the technology assistance that they require. Qualitative: Technology integration and use is evident

Measurement Instruments: Formal and informal surveys of the staff will be done to assess the degree of their needs that are being met by the technology coordinator.

Frequency of Analysis: Informal surveys will be done on a fairly regular basis and a formal survey of the staff will be done annually.

Strategy 3: Redeployment of Equipment

Expected Results: That technology is deployed into the classroom were it will be of benefit to both the teachers and the students and that technology that is no longer of use will be removed in a timely fashion.

Indicators of Success: Quantitative: All students have access to the computers they need to use programs such as Accelerated Math and Accelerated Reader and that all out dated technology is removed from service and recycled in a timely manner. Qualitative: Having access to the redeployed technology will allow us to accomplish strategy 3 and 4 of Curriculum and Instruction.

Measurement Instruments: An inventory of the district's technology, including age and capabilities, will be done by our district technology coordinator to ascertain the usefulness of the technology.

Frequency of Analysis: Annually.

Section 8: Timeline

Start Date	End Date	Goal Type	Strategy	Timeframe
7/1/2004	6/30/2007	Curriculum & Instruction	Project-Based Curriculum Goal: Preparing Students for the Twenty-First Century	2004-2005 2005-2006 2006-2007
7/1/2004	6/30/2007	Curriculum & Instruction	Accelerated Math Goal: Preparing Students for the Twenty-First Century	2004-2005 2005-2006 2006-2007
7/1/2004	6/30/2007	Curriculum & Instruction	Accelerated Reading Goal: Preparing Students for the Twenty-First Century	2004-2005 2005-2006 2006-2007
7/1/2004	6/30/2007	Professional Development	Telecommunications Goal: District Telecommunications	2004-2005 2005-2006 2006-2007
7/1/2004	6/30/2007	Technology Deployment & Sustainability	Local and Long Distance Service Goal: Telecommunications Services and Internet Access	2004-2005 2005-2006 2006-2007
7/1/2004	6/30/2007	Technology Deployment & Sustainability	Cellular Services Goal: Telecommunications Services and Internet Access	2004-2005 2005-2006 2006-2007
7/1/2004	6/30/2007	Technology Deployment & Sustainability	Internet Access Goal: Telecommunications Services and Internet Access	2004-2005 2005-2006 2006-2007
7/1/2004	6/30/2007	Technology Deployment & Sustainability	Computer Labs Goal: Computer Access	2004-2005 2005-2006 2006-2007
7/1/2004	6/30/2007	Technology Deployment & Sustainability	Class Room Computers Goal: Computer Access	2004-2005 2005-2006 2006-2007
7/1/2004	6/30/2007	Technology Deployment & Sustainability	Computer Maintenance Goal: Technology Maintenance	2004-2005 2005-2006 2006-2007
7/1/2004	6/30/2007	Technology Deployment & Sustainability	Full Time Technology Coordinator Goal: Technology Maintenance	2004-2005 2005-2006 2006-2007
7/1/2004	6/30/2007	Technology Deployment & Sustainability	Redeployment of Equipment Goal: Technology Maintenance	2004-2005 2005-2006 2006-2007
7/1/2005	6/30/2007	Professional Development	Technology Team Goal: District Learning Standards	2005-2006 2006-2007
7/1/2005	6/30/2007	Professional Development	Learning Standards Goal: District Learning Standards	2005-2006 2006-2007
7/1/2005	6/30/2007	Professional Development	Tech-Enhanced Teachers Goal: District Learning Standards	2005-2006 2006-2007
7/1/2005	6/30/2007	Curriculum & Instruction	Online Assessments Goal: Preparing Students for the Twenty-First Century	2005-2006 2006-2007
7/1/2005	6/30/2007	Community Involvement	Community Tech Classes Goal: Educating the Community	2005-2006 2006-2007
7/1/2006	6/30/2007	Technology Deployment & Sustainability	Administrative Computers Goal: Computer Access	2006-2007

Section 9: Budget & Financial Plan**Phase 1****Community Involvement (2004-2005)**

Goal	Strategy	Funding Source	Cost
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There are no strategies listed for Community Involvement in this timeframe.

Curriculum & Instruction (2004-2005)

Goal	Strategy	Funding Source	Cost
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Preparing Students for the Twenty-First Century	Project-Based Curriculum	All possible costs will be absorbed by the district.	\$.00
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Preparing Students for the Twenty-First Century	Accelerated Math	Title grant money	\$6,000.00
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Preparing Students for the Twenty-First Century	Accelerated Reading	Title grant money	\$1,000.00
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Subtotal:			\$7,000.00
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Professional Development (2004-2005)

Goal	Strategy	Funding Source	Cost
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District Telecommunications	Telecommunications	Any costs will be absorbed through the district.	\$.00
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Subtotal:			\$.00
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Technology Deployment & Sustainability (2004-2005)

Goal	Strategy	Funding Source	Cost
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Telecommunications Services and Internet Access	Local and Long Distance Service	Local funds and E-Rate funding	\$9,500.00
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Telecommunications Services and Internet Access	Cellular Services	Local funds and E-Rate Funds	\$3,000.00
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Telecommunications Services and Internet Access	Internet Access	Local Funds and E-Rate Funds	\$5,760.00
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Computer Access	Computer Labs	Local District Funds	\$12,000.00
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Computer Access	Class Room Computers	Local Funds	\$12,000.00
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Technology Maintenance	Computer Maintenance	Local Funds and possible grant monies	\$8,000.00
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Technology Maintenance	Full Time Technology Coordinator	Local Funds	\$50,000.00
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Technology Maintenance	Redeployment of Equipment	All possible costs will be absorbed by the district.	\$.00
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Subtotal:			\$100,260.00
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Phase Total:			\$107,260.00
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Phase 2**Community Involvement (2005-2006)**

Goal	Strategy	Funding Source	Cost
Educating the Community	Community Tech Classes	The nominal fees charged will be used to pay for the district's implementation of the services. Donations and waiver procedures will also be established.	\$1,000.00
Subtotal:			\$1,000.00

Curriculum & Instruction (2005-2006)

Goal	Strategy	Funding Source	Cost
Preparing Students for the Twenty-First Century	Project-Based Curriculum	All possible costs will be absorbed by the district.	\$.00
Preparing Students for the Twenty-First Century	Online Assessments	Local funds.	\$7,000.00
Preparing Students for the Twenty-First Century	Accelerated Math	Title grant money	\$6,000.00
Preparing Students for the Twenty-First Century	Accelerated Reading	Title grant money	\$1,000.00
Subtotal:			\$14,000.00

Professional Development (2005-2006)

Goal	Strategy	Funding Source	Cost
District Learning Standards	Technology Team	Local funds	\$1,000.00
District Learning Standards	Learning Standards	Local funds and Title grant funds	\$4,000.00
District Learning Standards	Tech-Enhanced Teachers	Local funds and Title grant funds	\$4,000.00
District Telecommunications	Telecommunications	Any costs will be absorbed through the district.	\$.00
Subtotal:			\$9,000.00

Technology Deployment & Sustainability (2005-2006)

Goal	Strategy	Funding Source	Cost
Telecommunications Services and Internet Access	Local and Long Distance Service	Local funds and E-Rate funding	\$9,500.00
Telecommunications Services and Internet Access	Cellular Services	Local funds and E-Rate Funds	\$3,000.00
Telecommunications Services and Internet Access	Internet Access	Local Funds and E-Rate Funds	\$5,760.00

Computer Access	Computer Labs	Local District Funds	\$12,000.00
Computer Access	Class Room Computers	Local Funds	\$12,000.00
Technology Maintenance	Computer Maintenance	Local Funds and possible grant monies	\$8,000.00
Technology Maintenance	Full Time Technology Coordinator	Local Funds	\$50,000.00
Technology Maintenance	Redeployment of Equipment	All possible costs will be absorbed by the district.	\$.00
Subtotal:			\$100,260.00
Phase Total:			\$124,260.00

Phase 3

Community Involvement (2006-2007)

Goal	Strategy	Funding Source	Cost
Educating the Community	Community Tech Classes	The nominal fees charged will be used to pay for the district's implementation of the services. Donations and waiver procedures will also be established.	\$1,000.00
Subtotal:			\$1,000.00

Curriculum & Instruction (2006-2007)

Goal	Strategy	Funding Source	Cost
Preparing Students for the Twenty-First Century	Project-Based Curriculum	All possible costs will be absorbed by the district.	\$.00
Preparing Students for the Twenty-First Century	Online Assessments	Local funds.	\$7,000.00
Preparing Students for the Twenty-First Century	Accelerated Math	Title grant money	\$6,000.00
Preparing Students for the Twenty-First Century	Accelerated Reading	Title grant money	\$1,000.00
Subtotal:			\$14,000.00

Professional Development (2006-2007)

Goal	Strategy	Funding Source	Cost
District Learning Standards	Technology Team	Local funds	\$1,000.00
District Learning Standards	Learning Standards	Local funds and Title grant funds	\$4,000.00
District Learning Standards	Tech-Enhanced Teachers	Local funds and Title grant funds	\$4,000.00
District Telecommunications	Telecommunications	Any costs will be absorbed through the	\$.00

district.

Subtotal: \$9,000.00
Technology Deployment & Sustainability (2006-2007)

Goal	Strategy	Funding Source	Cost
Telecommunications Services and Internet Access	Local and Long Distance Service	Local funds and E-Rate funding	\$9,500.00
Telecommunications Services and Internet Access	Cellular Services	Local funds and E-Rate Funds	\$3,000.00
Telecommunications Services and Internet Access	Internet Access	Local Funds and E-Rate Funds	\$5,760.00
Computer Access	Computer Labs	Local District Funds	\$12,000.00
Computer Access	Class Room Computers	Local Funds	\$12,000.00
Computer Access	Administrative Computers	Local Funds	\$6,000.00
Technology Maintenance	Computer Maintenance	Local Funds and possible grant monies	\$8,000.00
Technology Maintenance	Full Time Technology Coordinator	Local Funds	\$50,000.00
Technology Maintenance	Redeployment of Equipment	All possible costs will be absorbed by the district.	\$.00
Subtotal:			\$106,260.00
Phase Total:			\$130,260.00
Grand Total:			\$361,780.00

Section 10: Appendices

Document	Link
2003 Chadwick Elementary Report Card	http://www.dist399.net/district_files/report_cards/03_chadwick_elem_rc.pdf
2003 Chadwick JH Report Card	http://www.dist399.net/district_files/report_cards/03_chadwick_jh_rc.pdf
2003 District and School Report Cards	http://www.dist399.net/district_files/report_cards/03_district_rc.pdf
2003 Milledgeville Elementary Report Card	http://www.dist399.net/district_files/report_cards/03_milledgeville_elem_rc.pdf
2003 Milledgeville HS Report Card	http://www.dist399.net/district_files/report_cards/03_milledgeville_hs_rc.pdf
2004 Chadwick Elementary Report Card	http://www.dist399.net/district_files/report_cards/04_chadwick_elem_rc.pdf
2004 Chadwick JH Report Card	http://www.dist399.net/district_files/report_cards/04_chadwick_jh_rc.pdf
2004 District Report Card	http://www.dist399.net/district_files/report_cards/04_district_rc.pdf
2004 Milledgeville Elementary Report Card	http://www.dist399.net/district_files/report_cards/04_milledgeville_elem_rc.pdf
2004 Milledgeville HS Report Card	http://www.dist399.net/district_files/report_cards/04_milledgeville_hs_rc.pdf
21st Century Skills	http://www.21stcenturyskills.org/downloads/p21_report.pdf
Accelerated Math	http://www.renlearn.com/mathrenaissance/default.htm
Accelerated Reading	http://www.renlearn.com/ar/default.htm
enGauge®: A Framework for Effective Technology Use	http://www.ncrel.org/engage/
Illinois Learning Standards	http://www.isbe.net/ils/
National Education Technology Standards	http://cnets.iste.org/currstands/
Renaissance Learning Research	http://research.renlearn.com/
Six Essential Learnings in a Technological Society	http://justmyweb.com/6essentiallearnings.html
STI Assessment	http://www.sti-k12.com/mainamnt.asp
U.S. Census Bureau	http://factfinder.census.gov