

# 1 . T a b l e o f C o n t e n t s

2. Acknowledgments and Stakeholder Involvement .....	2
3. District//Community Profile .....	5
4. Vision.....	7
5. Data Collection & Analysis .....	8
6. Action Plan (Goals and Strategies):	
A. Community Involvement .....	19
B. Curriculum & Instruction.....	20
C. Professional Development .....	24
D. Technology Deployment and Sustainability.....	28
7. Assessment / Evaluation:	
A. Community Involvement .....	31
B. Curriculum & Instruction.....	32
C. Professional Development .....	33
D. Technology Deployment and Sustainability.....	35
8. Timeline:	
Phase 1 .....	37
Phase 2 .....	37
Phase 3 .....	38
9. Budget/Financial Plan:	
Phase 1 .....	40
Phase 2 .....	41
Phase 3 .....	43
10. Appendices.....	45

## 2. Acknowledgements and Stakeholder Involvement

### Stakeholder Involvement

Technology planning is an ongoing process in Paris Union School District No. 95. The District developed its first formal plan in the spring of 1995. The initial technology committee selection was based upon recommendations of the administration and members of the Board of Education. The committee included representation from the various segments of the community population, including a public librarian, business people, senior citizens, school staff, students, and parents. Several individuals involved in the 1995 plan are on the current technology planning committee.

After the development of the original Tech Plan, technology committees met on an as needed basis. Revised plans were approved in 1998 and again in 2003. To maintain involvement of all stakeholders groups were again engaged in local meeting as well as took part in surveys to gauge technology needs.

At the first meeting of the 2004 Technology Planning Committee, the group reviewed the tech plan blueprint as well as the criteria for the plan. After review and discussion of the vision, the committee approved the statement without revisions.

Several meetings were held from August through November. Team members were included in developing survey questions, reviewing and analyzing survey results and reviewing test data. They used the data gathered to determine the gaps between reality and needs in four areas: Community Development, Curriculum and Instruction, Professional Development, and Technology Deployment and Sustainability. Team members will be involved in monitoring and evaluating to progress of the technology plan throughout the three years of implementation.

In the development of our 2004 Technology Plan, the Board of Education and its administration would like to thank those involved in the technology planning for their assistance, time and input in developing this plan and their commitment to implementing and assessing its progress over the next three years.

Name	Title / Organization	Contribution(s) to or/ Implementation of the Plan
Connie Sutton	Superintendent	Budget information. Leadership Vision
Dave Meister	Principal	Technology Committee Chair analysis of surveys Curriculum and Instruction Sub committee

<b>Sam Roberts</b>	Technology Coordinator	Needs assessment and technology inventory Technology deployment and sustainability
<b>Brenda Rothenberger</b>	District Administration	Vision reaffirmation Staff development Teacher surveys Survey analysis
<b>Chris Eldredge</b>	Community Representative	Community Development Vision Statement
<b>Ron Doris</b>	School Board Member	Community Development Vision Statement
<b>Michelle Vaughn</b>	Parent	Community Development Vision Statement
<b>Steve White</b>	First Choice Computers	Community Development Vision Statement Deployment and sustainability
<b>Drew Griffin and Matt Jones</b>	Student Representative	Curriculum and instruction Vision Statement
<b>Patrease Henson</b>	Parents	Vision Statement Community Development
<b>Sharon Wright, Rob Boyars, Kevin Van Meter, Jane Sollars, Carla Cochrane</b>	Technology Plan Committee Members	Survey development Survey analysis Staff development Curriculum and Instruction
<b>Jim Aydt, Julie Colter, Dan Lynch, Jane Witmer, Mel Ogle, Carol Jones, Jerry Whitacre</b>	School Improvement Committee Members	Comprised teams or led teams that authored the district's school improvement plans
<b>Simonton Windows Verizon Cargill</b>	School Partners	<b>Equipment and donations in kind</b>
<b>Anna Collier</b>	<b>Central Office Manager</b>	<b>Budget Information</b>

Members of the Technology Planning Committee represent many district and building level committees including: district technology teams, the high school department chair team, the high school vocational department, the middle school grade level teams, the builders club, the after-school enrichment committee, the gifted committee, and the district administrative team.

Committee members are also involved in the following professional organizations: Illinois Principals Association, Association of Paris Teachers, Illinois School Library Media Association, The National Council for the Teaching of the Social Studies, The

National Council for the Teaching of Language Arts, The National Council for the Teaching of Science, Illinois Association of School Administrators, the National Association of Secondary School Principals, the National Association of Elementary Principals, and the Phi Delta Kappa.

Local Civic organizations represented include the following: Kiwanis, Rotary, Community Coordination Council, The Edgar County Foundation, Paris Main Street, the Paris Economic Development Organization, the YMCA, United Way, and the County Fair Board.

Students on the Technology Planning Committee are also involved in clubs and organizations including: Key Club, Art Club, National Honor Society, and Student Council.

### 3 . District / Community Profile

#### COMMUNITY AND DISTRICT PROFILE

Paris Union District 95 is located in Paris, Illinois, situated in Edgar County in East Central Illinois and borders the state of Indiana. Positioned about 25 miles west of Terre Haute, Indiana, 25 Miles east of Charleston, Illinois, 45 miles south of Danville, Illinois, and 15 miles north of Interstate 70, Paris is a community with a population of approximately 9,500 inhabitants. Paris has access to many institutions of higher learning including Indiana State University, Eastern Illinois University, Danville Area Community College, and Lakeland College.

The Paris community has rebounded from a recent economic decline. Since 1980, several of the local industries have either shut down permanently or have relocated. In the past five years, an enthusiastic campaign of economic development has brought several new industries to replace those businesses that have left the community. The resulting economic impact of these new industries has been very welcome to the community.

A District Office of the Illinois Department of Transportation, which has a population consisting of civil engineers, draftsmen, technicians, highway maintenance personnel, and secretarial and clerical staff, also influences the city and its economy.

Paris, a rural community, is the county seat and the largest city in Edgar County. Edgar County has several small outlying communities with K-12 school districts. Further school consolidation in the county is not expected anytime soon.

The Paris School District 95, a special charter unit district as designated by the State of Illinois, is a district that has grades pre-kindergarten through grade twelve. The Paris School District 95 is completely surrounded by another separate district called Edgar County Unit 4 which is also a unit district, but has no high school building or equipment of its own. The students of Edgar County Unit 4 receive their secondary training at Paris High School with their tuition paid by Edgar County Unit 4.

The Paris District 95 attendance centers or school buildings consist of one building for pre-kindergarten, one attendance center for kindergarten through grade two, and one attendance center for grades three through five. Each of these buildings is under the direction of a principal and one full-time secretary and one half-time secretary. A building for the middle school for grades six through eight is under the direction of a principal, an assistant principal and two office secretaries. Paris High School occupies a city block, consists of three buildings, houses grades nine through twelve and is under the direction of a principal, an assistant principal, and two office secretaries. The high school has no outdoor recreational facilities in the immediate vicinity. Physical education students have to walk six blocks south along a state highway to engage in outdoor physical education in a city park. The football stadium is located a mile to the north of the high school building.

The District 95 central administration building is a block away from the high school and houses the district superintendent, the food services director, the bookkeeper, and one office secretary. The District 95-maintenance department is across the street

from the high school and consists of the operations director, three other full time maintenance employees to keep all of the facilities of the district in a good state of repair.

Students that attend Paris High School come from three feeder schools - the district's own middle school called Mayo Middle School, Crestwood Unit 4, and St. Mary's - a small parochial elementary school located within the city of Paris.

The following information is as noted on the 2004 District Report Card as certified by ISBE. The total enrollment of the district is 1643 students, and the enrollment of Paris High School is 693 students of which approximately 36% are tuition students from Edgar County Unit 4. The student population is 97.5% white non-Hispanic.

35.7% are low income students which means they are from families receiving public aid or are eligible to receive free or reduced-price lunches. The student dropout rate is 1.9%; 2.7% were classified as chronic truants, students who are absent from school without a valid cause for 10% or more of the last 180 school days. The student attendance rate is 93.7% and the mobility rate of 22.9% is based on the number of students who enroll in or leave school during the school year.

Instructionally, the average class size is 20.2 students per teacher. The 113 teachers of the district are all white non-Hispanic of which the male to female ratio is three to seven. The average teaching experience of the district is 18.5 years per teacher and 38.9% of the teachers have a bachelor's degree, but 60.2% have a master's degree and above. In the financial indicators of the district the average teacher salary of \$42,550 is considerably less than the state average of \$54,446. The operating expenditure per pupil was \$7,417 compared to the state average of \$8,482.

Academically, the district has a high school graduation rate of 94.3%, average PSAT scores are above the state averages, and ACT scores for the class of 2004 are just below state averages.

## **Part A: How Vision was Developed:**

### **VISION**

The community, through a town meeting, held May 9, 1996, was given the opportunity to dream of the future education of our students and the preparation of our students for the job market realizing they are involved in life-long learning. The community corporation, businesses, parents, and students expressed a great deal of interest and cooperation. This led to a shared community vision on how technology, telecommunication, and ubiquitous access to information could and should be shared on a community-wide basis.

A Program Committee composed of school and community stakeholders revisited the vision statement during the months of November and December of 1997 and reinforced the vision statement. This committee came up with the vision statement through the best hopes/worst fears technique and was carried out under the leadership of the high school principal. The participants were divided into six groups who then wrote their collective vision. The vision was then finalized at the next meeting.

## **Part B: How Vision was Revised/Reaffirmed:**

On November 14 of 2004 a community committee met to discuss various aspects of the District's Technology planning document and decided that the previously approved vision statement was still relevant.

## **Part C: Vision Statement:**

The community vision is as follows:

*Because our community is committed to its people, their continuing education, and their future, we envision students and community members of Paris District #95 who are multi-skilled, well rounded, and technologically proficient in their school, home, and work environment.*

*Our intent is to nurture critical thinking, self-motivation, and a healthy curiosity through technology, promoting positive character traits, and a strong work ethic.*

Our community strives toward worldwide access allowing all stakeholders to be lifelong learners able to communicate and compete in a global society.

## 5 . Data Collection and Analysis

### **PART A: DATA SOURCES:**

*The following data sources/tools were used to collect and analyze data:*

<b>II. NextSteps Teacher Online Surveys</b>	<b>II. NextSteps Administrator Online Surveys</b>
<b>Artifact Review: District Materials</b>	<b>School Improvement Plans</b>
<b>School Report Card</b>	<b>Student Achievement Data</b>
<b>II. NextSteps Tool 18 Instructional Inventory</b>	<b>Technical Support Survey</b>
<b>II NextSteps Tool 9 Mapping Instructional Practices</b>	<b>II NextSteps Tool 14 Staff Development Program Analysis</b>
<b>Inventories and Infrastructure Survey (State)</b>	<b>Ed. Tech Grant Materials</b>
<b>Teacher Recertification Information</b>	<b>Teacher Qualifications</b>
<b>Communication Portfolio Data</b>	<b>Student Surveys</b>
<b>Community/Parent Surveys</b>	<b>Focus Groups/Interviews</b>
<b>NextSteps Building Walk-Through</b>	<b>Site Visits</b>
	<b>II. NextSteps Analysis Guide/Insta-Audit</b>

### **PART B: METHOD OF ANALYSIS:**

*The following process was used to analyze all data collected:*

The District Technology Planning Committee began meeting in August 2004. A time line for gathering data was determined. Surveys for administrators, teachers, students, parents, and community members were ready for data collection in September. School labs were open during parent conferences and parents were encouraged to take the survey during that time. Other data included school improvement plans, school report cards, longitudinal test data, and information from building administrators regarding what is happening in their schools related to curriculum, technology, and professional development. The Technology Committee met in November to discuss the survey results and review the data.

A preliminary analysis of the surveys was completed. Student achievement data was reviewed and committee members began to draw conclusions based on the available data. Next Steps tools were used to analyze the data and committee members began to see patterns based on the information from various sources. Using the various tools and data, the committee identified the current status, identified the challenges and needs and made goal recommendations. The committee met one final time to review the findings and come to a consensus regarding the goals and strategies.

### **PART C: FINDINGS:**

*The following pages include the findings for each of the components:*

- **Community Involvement**
- **Curriculum & Instruction**

- Professional Development
- Technology Deployment & Sustainability

**The committee has also included its rating for each area/indicator based upon the Illinois NextSteps Analysis Guide.**

## Optional

### Illinois NextSteps Insta-Audit Results

Technology Profile Summary Analysis: Based upon data collected from the various surveys, inventories, and *NextSteps Teacher Online Survey*.

<b>I. Community Involvement</b>									
<p><b>Community Connections:</b> The development of commitment and sustained support from the community through participations, partnerships, collaborations, and mutual benefits, as well as on going, regular communication and marketing of successes focused on learning results.</p>	<table border="1"> <thead> <tr> <th>NP</th> <th>Emerg Dev.</th> <th>Optimal</th> </tr> </thead> <tbody> <tr> <td></td> <td>x</td> <td></td> </tr> </tbody> </table>	NP	Emerg Dev.	Optimal		x			
NP	Emerg Dev.	Optimal							
	x								
<b>II. Curriculum &amp; Instruction:(Technology &amp; Learning Practices</b>									
<p><b>Equitable Learning Opportunities:</b> The practice of defining, implementing and assessing consistent learning experiences with technology for all students.</p>	<table border="1"> <thead> <tr> <th>NP</th> <th>Emer</th> <th>Dev.</th> <th>Optimal</th> </tr> </thead> <tbody> <tr> <td></td> <td>x</td> <td></td> <td></td> </tr> </tbody> </table>	NP	Emer	Dev.	Optimal		x		
NP	Emer	Dev.	Optimal						
	x								
<p><b>Instructional Practices:</b> The actions and roles of teachers and librarians as co-planners that must be instructionally present in student-centered classrooms for students to achieve “Transforming Uses” of technology.</p>	<table border="1"> <thead> <tr> <th>NP</th> <th>Emerg Dev.</th> <th>Optimal</th> </tr> </thead> <tbody> <tr> <td></td> <td>x</td> <td></td> </tr> </tbody> </table>	NP	Emerg Dev.	Optimal		x			
NP	Emerg Dev.	Optimal							
	x								
<p><b>Student Performance:</b> The actions, activities, and roles of students demonstrated by students in effective uses of technology for “Transforming” learning for content achievement.</p>	<table border="1"> <thead> <tr> <th>NP</th> <th>Emerg Dev.</th> <th>Optimal</th> </tr> </thead> <tbody> <tr> <td></td> <td>x</td> <td></td> </tr> </tbody> </table>	NP	Emerg Dev.	Optimal		x			
NP	Emerg Dev.	Optimal							
	x								
<b>III. Professional Development</b>									
<p><b>Staff Development Program/Model:</b> The content, process and context (NSDC Standards) to effectively support and sustain expectations for staff to deliver student results.</p>	<table border="1"> <thead> <tr> <th>NP</th> <th>Emerg Dev.</th> <th>Optimal</th> </tr> </thead> <tbody> <tr> <td></td> <td>x</td> <td></td> </tr> </tbody> </table>	NP	Emerg Dev.	Optimal		x			
NP	Emerg Dev.	Optimal							
	x								

<p><b>building Administrator Readiness:</b> The stewardship, collegial, strategizing, support and professional practices of all leaders enabling change to occur pervasively throughout the organization.</p>	<p style="text-align: center;"><i>NP    Emerg    Dev.    Optimal</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 15px;"></td> <td style="width: 25px; height: 15px; text-align: center;">x</td> <td style="width: 25px; height: 15px;"></td> <td style="width: 25px; height: 15px;"></td> </tr> </table>		x		
	x				
<p><b>Staff Readiness:</b> The percentage of staff with adequate technical skills and instructional practices to effectively link standards-based content and technology resources.</p>	<p style="text-align: center;"><i>NP    Emerg    Dev.    Optimal</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 15px;"></td> <td style="width: 25px; height: 15px; text-align: center;">x</td> <td style="width: 25px; height: 15px;"></td> <td style="width: 25px; height: 15px;"></td> </tr> </table>		x		
	x				
<p><b>IV. Technology Deployment</b></p>					
<p><b>Ubiquitous Access:</b> The availability, organization and deployment of technology tools around the learning and working needs</p>	<p style="text-align: center;"><i>NP    Emerg    Dev.    Optimal</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 15px;"></td> <td style="width: 25px; height: 15px; text-align: center;">x</td> <td style="width: 25px; height: 15px;"></td> <td style="width: 25px; height: 15px;"></td> </tr> </table>		x		
	x				
<p><b>Tool Capacity:</b> The range of technology tools and software used, as well as their capacity to meet standards of high performance.</p>	<p style="text-align: center;"><i>NP    Emerg    Dev.    Optimal</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 15px;"></td> <td style="width: 25px; height: 15px;"></td> <td style="width: 25px; height: 15px; text-align: center;">x</td> <td style="width: 25px; height: 15px;"></td> </tr> </table>			x	
		x			
<p><b>Connectivity:</b> The universal access to robust, stable, local, and global resources by students and staff.</p>	<p style="text-align: center;"><i>NP    Emerg    Dev.    Optimal</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 15px;"></td> <td style="width: 25px; height: 15px;"></td> <td style="width: 25px; height: 15px; text-align: center;">x</td> <td style="width: 25px; height: 15px;"></td> </tr> </table>			x	
		x			
<p><b>Technical Support:</b> The availability and responsiveness of software, hardware, and network support when needed by clients.</p>	<p style="text-align: center;"><i>NP    Emerg    Dev.    Optimal</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 15px;"></td> <td style="width: 25px; height: 15px; text-align: center;">x</td> <td style="width: 25px; height: 15px;"></td> <td style="width: 25px; height: 15px;"></td> </tr> </table>		x		
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The following pages are the critical findings based upon the data analysis. It includes tools used for each specific area, the synthesized statements, and the data to support the statements.

## ***Community Involvement:***

*Tools Used for Analysis:* Teacher Online Survey, Administrative Online Survey, Community Survey, NextSteps Insta Audit Results, and Communication Portfolio

***Statement: Communications between home and school can result in parental and community support for school initiatives, including the use/expansion of technology tools in the learning process***

***Data/Observations Used for Findings:***

**Data/Observations Used for Findings:**

- Analysis of online surveys indicates administrators are more apt to communicate electronically than administrators.
- 100% of building administrators communicate daily/weekly electronically with parent(s)
- 92% of teachers indicated regular use of email for communication.

*Communication Portfolio Analysis* concluded that a multitude of methods of communication between home and school are currently in place:

- Newsletters
- Open Houses
- Flyers
- Newspaper articles

Building web page

Artifact reviews of committee memberships show parent and community representation.

Parent comments indicate they would like to have a more up to date web site. They would like to have additional information available including grades, attendance, and class schedules. Parents like the advantage and ease of communicating with teachers using email. One parent stated, "I like having the opportunity to communicate with the teachers & staff without having to bother them with a phone call. E-mail allows me to make this communication 24/7." Analysis of the various tools indicates that although there is good communications, the possibility for increased use of electronic communications is possible with the number of households with Internet access.

E-mail capabilities exist between parents and teachers and are beginning to be utilized on a more regular basis than past efforts.

***Statement: Community (parents and non parents) support is noted for the District's efforts to promote technology and other learning initiatives to improve student-learning results.***

***Data/Observations Used for Findings:***

- District Newsletter is sent to all homes in the district
- Local businesses support school activities/programs through the Partners in Education program.
- 95% of parent survey respondents indicated they would support additional funding for technology use with learning.
- 65% of parent survey respondents indicated a willingness to be classroom volunteers.
- 44 %of community survey respondents indicated a willingness to volunteer their time to tutor or mentor students.
- 27% of community survey respondents indicated they currently use the district web site to access learning resources and 52% indicated they would like to access more learning resources.
- 65% of parent survey respondents and 49% of community respondents would like to access bulletin board information via the district web site.
- 53% of parent survey respondents would like to use the district web site to learn about the schools' policies and procedures.

**BASED UPON ANALYSIS OF ALL DATA, THE FOLLOWING GAPS HAVE BEEN IDENTIFIED:**

- Parents are not able to access their student's grades, attendance, and discipline information.
- Community members want more web-based resources provided on the district web site. Email is not being used as much as it could be to communicate with parents.

## ***Curriculum and Instruction:***

***Tools Used for Analysis:*** Teacher Online Survey, Administrative Online Survey, Review of Current Practices, Technology Inventories, and Illinois NextSteps Insta-Audit Results. Student Achievement Data, Teacher Professional Development Plans, School Improvement Data

***Statement:***

***Data/Observations Used for Findings:***

The Instructional Technology Inventory shows the district student to computer ratio of 1 to 6.4, a ratio considered "developing tech" by CEO Forum Standards and the NextSteps Analysis Guide. Such a ratio is indicative that all students have some access to technology. The Instructional Technology Inventory Report shows a difference in student to computer ratio by buildings resulting in the possibility of equitable learning opportunities not only being teacher dependent but also by building deployment practices. The teacher on line surveys indicates that the technical needs are sometimes met within a reasonable period of time. Teachers report that sometimes response time inhibits instructional and/or learning practices.

Forty-one percent of teachers report daily use of technology with students. In looking at the survey rating of classroom frequency use of technology with students, 29 % of teachers report, weekly use. In reviewing the uses of technology from the teacher

online surveys, the use varies from learning keyboarding and other skills to conducting online research and participating in collaborative projects. .

Analysis of site inventories indicate literacy and adapting uses (as defined by ETP's Technology and Learning Spectrum) are supported by current tools available:

Minimum of two workstations in every classroom at the elementary buildings plus one lab of 24. Minimum of one workstation in every classroom at the middle school level plus 2 labs of 25 each. Minimum of one workstation in every classroom at the high school level with 5 labs totaling 102 computers.

All buildings have some peripherals available for instruction per Instructional Inventory Internet access in all buildings Teacher online surveys indicate the majority of technology use is lab vs. classroom settings.

Inventories and interviews show use of assistive technology devices are being used as needed.

***Statement: Efforts to align curriculum with the Illinois Learning Standards is ongoing, but efforts to tie technology to the standards and to utilize it as a learning tool in content areas to enhance student performance is lagging.***

Data/Observations Used for Findings:

Curriculum revision is done on a regular basis. All curriculums are aligned with IL Standards and was substantiated by review of District Artifacts. All needs to be reviewed and aligned with the NETS – S and 21<sup>st</sup> Century Skills.

- Technology curriculum for the middle schools needs to be updated to reflect the NETS – S and 21<sup>st</sup> Century Skills.
- School Improvement Plans for District 95 schools target reading in all K-12 schools, writing in all K-12 schools, and math in schools where improvement is needed.
- Analysis of the 2004 ISAT student achievement data show 71.5 % of district third graders met or exceeded reading, 86.8 met or exceeded in math and 82.4 of third graders met or exceeded state standards in writing; 56.8 % of district fifth graders met or exceeded in reading, 69.2 met or exceeded in math, and 55.1 met or exceeded in writing , and 59.8 % of district eighth graders met or exceeded in reading, 54.4 met or exceeded in math, and 76.5 met or exceeded in writing.
- The 2004 PSAE results show 61.2 % of Paris High School students met or exceeded reading standards, 56.5 met or exceeded in math, 66.9% met or exceeded in writing, 58.0% met or exceeded in science, and 62.1% met or exceeded in Social Science.
- More than 40% of third, fifth, eighth, and eleventh graders as whole groups met or exceeded Illinois Learning Standards for math and reading; this was not the case in all subgroups. Subgroups with less than 40% of students meeting or exceeding the standards include the students with disabilities

***Statement: Students are at different levels of readiness to use technology in the learning process.***

Data/Observations Used for Findings:

- Currently there are no specific articulated expectations for student use of technology and/or tools to be mastered at various benchmark grade levels.

District has not yet addressed NETS-S or review of 21<sup>st</sup> Century Skills documents.

Students self report their technology proficiency overall as confident users - specifics:

- Not a Technology User 3%
- A Beginner 26%
- Confident User 37%
- Capable of Teaching Others 34%

*Based upon the Student Online Surveys given to 3<sup>rd</sup> - 12<sup>th</sup> graders.*

- Instructional practices primarily focus on student literacy skills or adapting uses (drill and practice) with limited transforming uses per information from building administrators:

- Teacher and student surveys indicate majority of technology done in lab or media center vs. classroom.

- The majority of classrooms have only one computer that is used for student attendance or teacher created documents. The classroom computers are used in K-8 schools for Accelerated Reading.

- Teacher online surveys indicate teachers are not sure of the percentage of students proficient with technology:

- Not sure of proficiency level: 33% of teacher responses
- Less than 15% are proficient: 13% of teacher responses
- 15-49% are proficient: 20% of teacher responses
- 50-70% are proficient: 17% of teacher responses
- Over70% are proficient: 18% of teacher responses

- Twenty-two percent of the teachers surveyed reported their students are not using technology for class work.

**BASED UPON ANALYSIS OF ALL DATA, THE FOLLOWING GAPS HAVE BEEN IDENTIFIED:**

The NETS and 21<sup>st</sup> Century Skills have not been addressed. There are no articulated expectations for students regarding technology skills. Instructional practices focus primarily on literacy and adapting uses with limited focus on transforming skills. All libraries need updated library systems.

# Professional Development:

*Tools Used for Analysis:* Teacher Online Survey, Administrative Online Survey, Review of Staff Development Opportunities, *Illinois NextSteps Tool 14: Staff Development Analysis*, Illinois NextSteps Insta-Audit Results

**Statement:** *There is no formal Staff Development Program/Model in place. However, Building leadership support use of technology through encouraging teachers to use technology for professional tasks.*

Data/Observations Used for Findings:

**Data/Observations Used for Findings:**

- There is no formal District Plan/Process per Artifact Review. NETS for Teachers and Administrators have not been addressed nor have the skills for 21<sup>st</sup> Century. Professional development is planned and implemented at the building level with the focus being the requirements of the current individual school improvement plans. Some district level technology training is based on the Train-the-trainer model. Survey responses indicate teachers have different needs, dependant on grade level taught. Participation in staff development offered through various modes for all district staff is encouraged but not required. No evidence that activities are based on assessment practices or specific teacher needs. NS Tool 14 shows 71% of the professional development topics covered during FY04 focus on literacy; 4% focus on adapting and only 7% focus on transforming.

There are no expectations in place for staff regarding technology skills. Based on District artifacts, it is evident that a large number of the teachers are not comfortable with technology. Many do only what they are required to do such as entering daily attendance, quarterly grades, and corresponding via email with administrators. Review of Teacher online surveys indicate:

- Less than one-third of the teachers use technology daily with their students and twenty-nine percent use it weekly.
- Twenty-two percent of the respondents said their students do not use technology for class work.
- Almost half of the respondents indicated they have had less than 10 hours of technology related training in the past five years and another 27% had less than 30 hours in five years. Thirty-nine percent of the teacher respondents indicated a need for training to update their current knowledge and understanding if a content area.
- Forty-five percent of the respondents indicated a need for training to learn multimedia skills.
- Forty-one percent of the respondents indicated a need for training to translate data into visual presentations.
- The high school certified librarian regularly meets with the K-8 Learning Resource Clerks to mentor and assist them regarding library resources and training.
- Several of District 95's administrators (High School Principal, Asst Principal, and the Memorial participated in the Gates training.

Review of Administrator online surveys indicate:

- Administrators' use of technology varies.
- All use email and word processing
- 25% use an electronic calendar

- 100% use the student database
- 100% conduct online research
- 100% use spreadsheets
- 63% use presentation tools.
- Only 25% of the survey respondents develop technology plans/measurable goals focused on learning.
- Only 25% assess the competency of teachers' use of technology with students.
- Over three fourths of the administrators believe teachers should be evaluated in the area of technology proficiency and usage.
- The same percentages believe teachers should be evaluated on integrating technology into the curriculum.
- 63% of survey respondents expect teachers to be proficient enough in their use of technology to help others.
- Only 63% of administrators rate themselves as confident users of technology
- Only 25% rate themselves as capable of helping others.

**BASED UPON ANALYSIS OF ALL DATA, THE FOLLOWING GAPS HAVE BEEN IDENTIFIED:**

NETS and 21<sup>st</sup> Century Skills have not been addressed with staff. There is no formal District Professional Development Plan. The district offers technology workshops with a focus on technical skills, with limited opportunities to learn how to utilize technology in the instructional and/or learning processes.

***Technology Deployment & Sustainability:***

*Tools Used for Analysis: NextSteps Teacher On-Line Survey, Hardware/ Infrastructure Survey, Inventories & Aging Inventory Analysis, NextSteps Tool 18: Instructional Inventory Analysis, Ubiquitous Access Analysis, Technical Support Analysis, Purchasing Analysis Tools, Technology Budget Analysis (See Appendices for copies)*

***Statement: With the exception of computers, there are limited resources to support current instructional and learning practices and to move toward more adapting and transforming uses with technology tools.***

Data/Observations Used for Findings:

- Using CEO Forum analysis and NextSteps Analysis descriptors, the number of workstations for student use is at different levels.

Computers used by students at HS: 1: 3.35

Computers at Middle Schools used by students: 1: 4.23

Computers at Elementary Schools used by students: 1: 6:61

Computer labs in all buildings except Memorial Elementary

Aging desktop hardware needs to be replaced.

Using CEO Forum analysis and NextSteps Analysis Guide descriptors, the number of peripherals available are not sufficient for transforming uses with technology tools.

- Digital Cameras: 1 per 320 students

Scanners: 1 per 315 students  
Video Cameras: 1 per 506 students  
All labs have networked printers. All classroom computers can print to a networked printer and many classrooms have a printer in the room.  
Majority of software can best be described as productivity tools/drill and practice tools with need for additional software licensing

***Statement: Technical support factors impact technology initiatives.***

Response time can be considered inadequate per teacher online surveys

- 22% on survey indicate response time is within one day.
- 50% indicate response time is within one week
- 8% indicate no need for technical support.
- Based upon NextSteps Insta-Audit, personnel support ratios are in “emerging” stage

Ratio of 1-support personnel to 500+ devices is considered inadequate.

- Five buildings to maintain equipment, administrative office and maintenance– one person
- Review of district policies and procedures show acceptable use policies and copyright and ethics policies have been written/implemented.

**BASED UPON ANALYSIS OF ALL DATA, THE FOLLOWING GAPS HAVE BEEN IDENTIFIED:**

Aging desktop and infrastructure hardware need to be replaced. Computers for student use are unevenly distributed among building levels. According to the CEO Forum standards, the student to work station ratio at the high school is optimal. The elementary ratio is developing and the middle school ratio is emerging. Computers in labs at the middle schools and high school are used for scheduled classes with little time for use by students and teachers not scheduled in the labs. The ratio of student to peripherals varies among buildings and in many is too high to support transforming instructional practices.

## **6 . A c t i o n P l a n ( G o a l s & S t r a t e g i e s )**

**6 a . C o m m u n i t y I n v o l v e m e n t :**

<b>GOAL:</b>	<b>IDENTIFIED GAPS (Prioritized)</b>		
To utilize the district technology resources to maximize district/community communication, efforts, and improvements as well as increase family involvement thus making various community components a part of the educational process.	<ul style="list-style-type: none"> <li>• To provide parents with access to their student’s grades, attendance, and discipline information.</li> <li>• To provide community members with more web based resources via the district web site.</li> <li>• To encourage and support District 95 staff to use Email more often to communicate with stakeholders.</li> </ul>		
<b>Strategies for Closing the Gap include:</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Phase I: - (December, 2004 - June, 2005_)</b> 1. Develop and implement a plan for increased electronic communications between school and home that will include parents accessing their discipline information.	Technology Chairperson	No Cost	District funds
2. Develop and implement a plan to increase web based resources for parent and community use.	Technology Chairperson	No Cost	
3. Develop and implement a plan to increase parent and staff communication using email as well as continue the traditional methods of communication.	Technology Chairperson	No Cost	
<b>Phase II: - (July, 2005 - June, 2006)</b> 1. Upgrade and maintain software for parent access to students’ attendance, grades, and discipline.	Technology Chairperson	\$12,000	District funds
2. Update and maintain web resources.	District Web Master	\$6,000	District funds
3. Update parent and staff email addresses.	School Secretaries	No cost	
<b>Phase III: - (July, 2006 - June, 2007)</b> 1. Upgrade and maintain software for parent access to students’ attendance, grades, and discipline.	Technology Chairperson	No cost	
2. Update and maintain web resources.	District Web Master	No cost	
3. Update parent and staff email addresses	School Secretaries	No cost	

GOAL:	IDENTIFIED GAPS (Prioritized)
<p><b>THE FOLLOWING IS ANTICIPATED WHEN OVERALL GOAL IS ACHIEVED AT THE END OF THREE PHASES:</b></p> <p><b>Expected Overall Results:</b>            Increased awareness and contact between school and parents regarding students' attendance, grades, and discipline. Expanded communication efforts between school and wider community (use of web site) will bring ownership to technology. Expanded communication efforts between school and parents via email resulting in greater school support and mutual benefits</p>	
<p><b>Assessment Strategies/Success Indicators:</b> between parties.</p> <p><b>Overall Success Indicators/ Assessment Strategies:</b>            Parents will have access to their students' attendance, grades, and discipline information via the Internet. Web Counter. The number of "hits" on the district web site will increase 20% over the three-year period.</p>	

**6 b . C u r r i c u l u m a n d I n s t r u c t i o n :**

GOAL:	IDENTIFIED GAPS (Prioritized)
<p><b>GOAL:</b>  <i>To increase opportunities for technology use in instruction and learning that result in engaged learning environments.</i></p>	<ul style="list-style-type: none"> <li>• To address the NETS and 21stCentury Skills and include them in the curriculum.</li> <li>• To articulate expectations for students regarding technology skills.</li> <li>• To provide resources and support for teachers to change their instructional practice focus from literacy and adapting uses to more transforming practices.</li> <li>• All libraries need updated library systems.</li> </ul>
<p><b>SCIENTIFIC BASED RESEARCH that supports our strategies/activities:</b></p> <ul style="list-style-type: none"> <li>• Effective technology applications involve a process for continuously incorporating research findings into instructional strategies and curriculum planning. (Cradler &amp; Cradler, 2000) report on the success of the Curriculum Technology Integration Plan (CTIP) process that has consistently resulted in improved student learning directly linked to the professional development and resources supported by participating schools and districts. CTIP is both a results-driven staff development process and a technology integration planning strategy that is based on extensive research. The CTIP is an action-research process that supports continuous assessment at the classroom, school or district level followed by modifications of the instructional setting as needed.</li> </ul> <p>*Cradler, J., &amp; Cradler, R. (2000). <i>The Curriculum Technology Integration Plan (CTIP): Impact of the CTIP on Technology Integration in the DoEA DoD Presidential Technology Initiative</i>. San Mateo,CA: Educational Support Systems.</p> <ul style="list-style-type: none"> <li>• Test scores can be increased with implementation of education plans that incorporate applications. Student performance improved on standardized tests in writing and mathematics as part of a broad-based educational change</li> </ul>	

GOAL:	IDENTIFIED GAPS (Prioritized)
	<p>in Union City, New Jersey. Project Explore combined (a) integration of technology with instruction, (b) extensive professional development for teachers, and (c) computer use at home and school with: school site leadership; effective school improvement plans; a strong emphasis on student creativity and expression of ideas in multiple formats; and an emphasis on different points of entry into a task for students working at different ability levels. The change effort has the greatest impact on students' standardized-test performance at the k-8 level, where they were in place the longest.</p> <p>*Honey, M., Culp, K. M. &amp; Carrigg, F.(1999).Perspectives on technology and education research: Lessons from the past and present. <i>The Secretary's Conference on Educational Technology</i>. Retrieved on October 26, 2001, from The Secretary's Conference on Educational Technology website: <a href="http://www.ed.gov/Technology/TechConf/1999/whitepapers/paper1.html">http://www.ed.gov/Technology/TechConf/1999/whitepapers/paper1.html</a></p> <ul style="list-style-type: none"> <li>• Technology is most influential when integrated with curriculum and assessment. In a review of studies, the (CEO Forum, 2001) concluded that "technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives. "Integration of technology with curriculum and professional growth increases student achievement. Significant student achievement gains for technology integrated with standards were demonstrated by an eight-year longitudinal study of SAT I performance at New Hampshire's Brewster Academy (Bain &amp; Ross, 1999). Students participating in the technology integrated school reform effort (School Design Model) demonstrated average increases of 94 points in combined SAT I performance over students who participated in the traditional independent school experience. In a pioneer "laptop school, "where all students and faculty carry portable computers and access a campus network, Brewster's extensive school reform effort involved "rethinking the way we teach, how we build curriculum and the way we support and evaluate faculty" (Bain &amp; Smith, 2000).</li> <li>• The availability of educational technology, particularly computer and Internet access, promote the use of collaborative learning, problem-based learning, use of a wide range of educational resources, and an emphasis upon student creativity. (Rakes et al., 1999) surveyed 435 K-12 teachers regarding their access to and use of educational technology, and their use of constructivist teaching strategies. They found that "as the amount of technology, the use of technology, and technology skills level increase, the use of constructivist practices in the classroom appears to increase, making technology funding and training even more important." Survey respondents reported substantial use of web publishing and simulation software, but much less use of word processing and spreadsheet programs. Rakes et al., suggest that professional development for teachers emphasizes software application and curriculum integration.</li> </ul> <p>School libraries have always known that the strength of the school library program impacts student achievement. The evidence to prove this relationship has been found in several studies as reported in the April 2000 issue of School Library Journal. Three similar studies were conducted in Alaska, Pennsylvania and Colorado to evaluate the relationship between strong school library media programs and student achievement. Findings from these three studies showed that students' test scores in reading tended to be higher in schools where (1) library computers with library resources, databases and the Internet; and (3) per student expenditures were higher. <i>School Library Journal</i>, 46, 4, p.9, <i>Start Spreading the News</i> *Caret Research site</p>

GOAL:		IDENTIFIED GAPS (Prioritized)		
Strategies for Closing the Gap include:	Alignments	Person Responsible	Estimated Cost	Funding Source
<b>Phase I: - (December, 2004 - June, 2005)</b> 1. School improvement committees will review assessment data, determine growth in targeted areas and make necessary programmatic changes reflected in School Improvement Planning. Determine what strategies could include technology.	NETS for Administrators Standards II & V.  NETS for Teachers Standards II. A, B, D & E, III. A- D, V. B, & VI. B, E.	Principals/ School Improvement Committees/ Technology Teams	No Cost	
	<i>Information Literacy Standards 1- 9. Six Essential Learnings. NETS for Teachers Standard IA &amp; 1B. NETS for Students Standards 1- 6. EnGauge 21st Century Skills (all).</i>	Technology Coordinator, Curriculum Coordinator, Principals, and Curriculum Committees	No Cost	
	<i>Information Literacy Standards 1- 6. NETS for Administrators Standard II A- D. Six Essential Learnings. NETS for Teachers Standards IIA, B, IIIA, B, IVA &amp;B, VB. NETS for Students Standards 1, 3,4,5 &amp;6. EnGauge 21st Century Skills (literacy, inventive thinking).</i>	Technology Coordinator and Computer Resource Teachers	No Cost	
<b>Phase II: - (July, 2005 - June, 2006)</b> 1. The process of updating and aligning curriculum to include the NETS –S and 21 <sup>st</sup> Century Skills will continue.	<i>NETS for Administrators Standard II. Six Essential Learnings. NETS for Teachers Standards IIA &amp; B, IIIA &amp; C, IVA. NETS for Students Standards 1- 6. EnGauge 21st Century Skills (all)</i>	Technology and Curriculum Coordinators	No Cost	
	2. Teachers in core areas (language arts, mathematics, science, and social studies) will begin to restructure existing required curriculum units using strategies that support student inquiry, the use of technology, and application of required content into a culminating project or product.	<i>NETS for Administrators Standard II. Six Essential Learnings. NETS for Teachers Standards IIA &amp; B, IIIA &amp; C, IVA. NETS for Students Standards 1- 6. EnGauge 21st Century Skills (all)</i>	Technology Coordinator and Administrators	No Cost

GOAL:		IDENTIFIED GAPS (Prioritized)		
3. Implement student proficiency skills at the various grade levels to meet the NETS- S and 21 <sup>st</sup> Century skills for all students.	<i>Information Literacy Standards 1- 9. Six Essential Learnings. NETS for Teachers Standard IA &amp; 1B. NETS for Students Standards 1- 6. EnGauge 21st Century Skills (all).</i>	Technology Coordinator and Principals	No Cost	
<b>Phase III: - (July, 2006 - June, 2007)</b> 1. Teachers of core (language arts, mathematics, science, and social studies) areas in grades 3 through 8 will include instructional practices (Ex: web based projects and writing using concept mapping software) that enhance the creative, problem solving and critical thinking dimensions of learning for all students.	<i>Information Literacy Standards 7 &amp; 9. NETS for Administrators Standard II. Six Essential Learnings. NETS for Teachers Standard IIIA, C. NETS for Students Standards 1, 2, 5 &amp; 6. EnGauge 21st Century Skills (literacy, inventive thinking, high productivity tools).</i>	Principals	No Cost	
2. All students will practice/ demonstrate responsible use of technology systems and software.	<i>NETS for Students Standard 2. NETS for Teachers Standard VI. Nets for Administrators Standard VI. EnGauge 21st Century Skills (technological literacy).</i>	Principals	No Cost	
3. Collect and analyze summative data to determine impact made on student achievement and/ or 21 <sup>st</sup> Century skills.	<i>Engage 21st Century skills (all). ISTE's NETS for Teachers Standard IV. NETS for Students Standard 1- 6. NETS for Administrators Standard V.</i>	Technology Coordinator	No Cost	

**Expected Results:**

- Increased Student opportunities to demonstrate technology literacy skills and communicate new learning in targeted content areas.
- Mastery of identified technology skills identified in ISTE's NETS for Teachers and NETS for Students.
- Increased accessibility.
- Increase in transforming learning experiences for students
- Increase of student-centered, technology-enhanced activities in the classroom to support student achievement of the ILS and PSAE.

**Assessment Strategies/Success Indicators:**

**THE FOLLOWING IS ANTICIPATED WHEN OVERALL GOAL IS ACHIEVED AT THE END OF THREE PHASES:**

**Expected Overall Results:**

- Using *ETP Spectrum*, instructional practices will show an increase in transforming uses each year.
- Review of a sampling of student artifacts at targeted grade levels/content areas will show majority are adapting and/or transforming learning uses.
- Student surveys will indicate the percent of students using technology to access, process and communicate information will increase 10% each year.
- Teacher surveys will indicate 80% of the core teachers weekly encourage students to construct and produce knowledge beyond the materials from teachers and textbooks.
- Teacher surveys will indicate 60% of core teachers have their students participating in collaborative projects within the classroom.
- Student surveys will indicate an increased use of technology in their core classes and involvement in collaborative projects.
- Interviews with building administrators will provide insight into the increased use of technology by students and teachers.

**6 c . P r o f e s s i o n a l D e v e l o p m e n t :**

<b>GOAL:</b>	<b>IDENTIFIED GAPS (Prioritized)</b>
<i>To develop/implement a staff development program/model that will provide teachers, administrators, paraprofessionals and all support staff learning opportunities and experiences that will enable them to practice/support “best teaching and learning practices” with the use of technology.</i>	<ul style="list-style-type: none"><li>• To address NETS-T, NETS- A, and 21<sup>st</sup> Century Skills with staff.</li><li>• To develop a formal staff development program that has major focus on curriculum and instructional practices that will support and increase student results. (<i>includes training for all teachers, administrators, media personnel, paraprofessionals and other support personnel</i>).</li><li>• To offer a variety of opportunities that go beyond technical skills (literacy) training, which results in change in teacher instructional practices/student learning practices.</li></ul>
<p><b>SCIENTIFIC BASED RESEARCH that supports our strategies/activities:</b></p> <ul style="list-style-type: none"><li>• The level of technology used by the teacher significantly affected student academic achievement in mathematics in a comparison of fourth and fifth grade teachers and their students. Students whose teachers were high-level users of technology in the classroom scored significantly higher than did students whose teachers were low-level users of technology in the classroom. Teachers who were high level users were differentiated from teachers who were low level users in terms of frequency and extent of use of computers with students, instructional methods used with technology, attitude toward the value of technology for learning, variety of uses of technology, and perception of influence of technology on student learning and behavior (Middleton &amp; Murray, 1999).</li></ul>	

GOAL:	IDENTIFIED GAPS (Prioritized)
<p>*Middleton, B. M., Murray, R. K. (1999). The impact of instructional technology on student academic achievement in reading and mathematics. <i>International Journal of Instructional Media</i>,26(1),109.</p> <ul style="list-style-type: none"> <li>• Teachers are motivated to develop their own technology skills when professional development links technology applications to specific curriculum goals. A literature review by (Roschelle et al., 2000) (Type 2, Level B) reports that "numerous literature surveys link student technology achievement to teachers' opportunities to develop their own computer skills" (p.90). A system of support and reinforcement that embeds the use of technology "in a broader education reform movement"(p.76) is critical to a school's capacity to change. Roschelle, et al. also identify the ways technology contributes to relations among teachers: By networking with mentors and other teachers electronically, teachers can overcome the isolation of the classroom, share insights and resources, support one another's efforts, and engage in collaborative projects with similarly motivated teachers.</li> </ul> <p>* Roschelle et al., 2000, p.91 (Caret online site)</p> <p>Teachers need time to design, experiment with, and receive feedback regarding the strengths and weaknesses of challenging, complex lessons involving technology (Means &amp;Olson, 1997). They also need time to observe each other trying out new kinds of activities and making interesting uses of technology. Some innovative scheduling and staffing options to provide time for teachers to develop instructional lessons and units that effectively integrate technology have been implemented:</p> <p>*Means, B., &amp; Olson, K., (1997). <i>Technology and education reform. Office of Educational Research and Improvement, Contract No. RP91-172010. U.S. Washington, DC: Department of Education.</i></p> <ul style="list-style-type: none"> <li>• An intervening process that supports curriculum objectives and enables educators to consciously assess student needs is an effective instructional tool. The Curriculum Technology Integration Plan (CTIP) facilitates the incorporation of research findings into ongoing refinement of curriculum based on changing student needs and curriculum standards. (Cradler &amp; Cradler, 2000) used the CTIP process in a study of Department of Defense schools in Italy. Findings demonstrate how the CTIP process led to the effective use of technology for meeting the particular instructional goals. Results consistently show that the CTIP: <ul style="list-style-type: none"> <li>○ <i>Enabled teachers to effectively plan for more instructionally relevant technology use.</i></li> <li>○ <i>Helped teachers to link outcomes to assessments and then target related activities and resources.</i></li> <li>○ <i>Facilitated classroom level conceptualization of student assessments.</i></li> <li>○ <i>Served as a vehicle to engage teachers in thinking about the most effective applications of technology to meet the specific needs of their students.</i></li> <li>○ <i>Promoted conceptualization of new teaching strategies that incorporate technology.</i></li> <li>○ <i>Offered a process for classroom level evaluation of the impact of specific courseware in a particular instructional context.</i></li> <li>○ <i>Facilitated the linking and integration of classroom applications of technology with the School Improvement Plans.</i></li> <li>○ <i>Provided a classroom level performance-based assessment of the impact of particular courseware on student learning.</i></li> <li>○ <i>Stimulated the development of expanded projects and programs by teachers.</i></li> <li>○ <i>Provided valuable information about effects of specific technology application strategies that otherwise could not have been obtained.</i></li> </ul> </li> </ul> <p>*Cradler, J., &amp; Cradler, R. (2000). The Curriculum Technology Integration Plan (CTIP): Impact of the CTIP on technology integration in the DoEA DoD Presidential Technology Initiative. San Mateo, CA: Educational Support Systems.</p>	

GOAL:	IDENTIFIED GAPS (Prioritized)		
<b>listing of Approved Providers for ongoing training:</b> Learning Technology Center; ROE; <i>Eastern Illinois University</i> and In-House Trainers			
Strategies for Closing the Gap include:	Person Responsible	Estimated Cost	Funding Source
<b>Phase I: - (July, 2004 - June, 2005_)</b> 1. As a result of a formal Data Analysis process, a three-year plan will be developed/ implemented that outlines staff development needs/training that includes infusion of appropriate technology use to support student learning. These plans will correlate with technology plan goals/strategies and School Improvement Plans.	Technology Coordinator and Professional Development Committee	No Cost	
2. Offer a series of trainings to improve teacher effectiveness in mastering basic level competency skills (ISTE's NETS for Teachers) and transfer them into effective classroom practices. <i>Sessions to include training for classroom paraprofessionals and administrators involved in curriculum and/or building leadership roles.</i>	Technology Coordinator	\$2,000 for stipends	Local sources
3. Continue basic level technology training for those teachers and paraprofessionals at beginning stages of use. Tie their technical training to how it also can be used in the	Technology Coordinator	\$5,000 for stipends	Local sources
4. Encourage teachers and administrators to attend conferences that will provide training, information, and resources to help them move from literacy to adapting and transforming uses of technology.	Technology Coordinator	\$10,000 for stipend  \$4000 – for stipend	Local  Federal Flow-through
<b>Phase II: - (July, 2005 - June, 2006)</b> 1. Teachers, administrators and identified paraprofessionals will participate in curriculum alignment process.	Curriculum Coordinator	No Cost	
2. Teachers, media personnel and paraprofessionals will continue training activities that will create learning opportunities that utilize research-based solutions and best practices to promote achievement of the Illinois Learning Standards.	Technology Coordinator	\$5,000 for stipends  \$2000 for stipends – Special Ed	Local Funds  Federal flow-through

GOAL:	IDENTIFIED GAPS (Prioritized)		
3. Administrators will have opportunities to participate in various professional growth activities that allows them to demonstrate educational leadership in addressing curriculum areas, including the following: Align curriculum, technology use, resource allocation, and assessment to support Illinois Learning Standards and district educational objectives. Facilitate the change process to move the district forward.	Technology Coordinator	No Cost	
<b>Phase III: - (July, 2006 - June, 2007)</b> 1. Teachers, administrators and identified paraprofessionals will participate in curriculum alignment process.	Curriculum Coordinator	No Cost	
2. Teachers, media personnel and paraprofessionals will continue training activities that will create learning opportunities that utilize research- based solutions and best practices to promote achievement of the Illinois Learning Standards.	Technology Coordinator	\$5,000 for stipend  \$3000 for stipends – Special Ed.	Local  Federal Flow-through
3. Administrators will have opportunities to participate in various professional growth activities that allow them to continue their leadership and support for increased use of teaching strategies that transform learning.	Technology Coordinator	No Cost	

**Expected Results:**

- Teachers will model effective uses of technology in transforming learning through teaching and assessment.
- Teachers will build classroom environments supportive of NCREL’s Engaged Learning Model.
- There will be ongoing assessment for, and of, learning to guide decision-making in response to student needs and instruction. Building Administrators will provide leadership skills to bring changes in classroom environments.
- Increase in student achievement in identified curricular areas of need. Students, teachers, library media personnel, paraprofessionals and administrators will move towards mastery of the appropriate ISTE NETS, as well as, the professional standards prescribed by ISBE.

**Assessment Strategies/Success Indicators:**

Insta-Audit using the IL. NextSteps Analysis Guide for professional development will be used to assess growth in teacher and administrator readiness to integrate technology into the curricula

- Using *ETP Spectrum* ,instructional practices will show an increase in transforming uses each year.
- Review of a sampling of student artifacts at targeted grade levels/content areas will show majority are adapting and/or transforming learning uses after three years of teacher training.

**6 c .   T e c h n o l o g y   D e p l o y m e n t   a n d  
S u s t a i n a b i l i t y :**

<b>GOAL:</b>	<b>IDENTIFIED GAPS (Prioritized)</b>		
<i>To provide a wide range of technology tools with necessary policies, procedures and resources in place to support the learning and working needs of all students and staff and shared with the members of the community.</i>	<ul style="list-style-type: none"> <li>•To replace aging desktop and infrastructure equipment to maintain current level of hardware to support instructional practices.</li> <li>•To address equity in distribution of equipment and equitable learning opportunities.</li> <li>•To continue purchasing additional hardware for even distribution among building levels to support instructional practices.</li> <li>•To continue purchasing peripherals to support transforming instructional practices.</li> </ul>		
<b>Strategies for Closing the Gap include:</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Phase I: - (December, 2004 - June, 2005_)</b>			
1. Develop a hardware replacement plan to address aging equipment and replace aging hardware to ensure teacher and student access to up- to- date technology tools that will promote best teaching and learning practices based on current research and supports adapting and transforming learning opportunities for all students.	Technology Coordinator and Technology Steering Committee	No Cost	
2. Purchase desktop systems to replace aging systems.	Operations Director	\$20,000	District Budget
		\$10,000	Local and Regional Donations
3. Review equitable learning opportunity concerns and other barriers that impact instruction and learning practices identified by Technology Committee during data analysis. Begin to make necessary changes.	Technology Coordinator and Technology Steering Committee	No Cost	
4. Purchase additional peripherals for student and teacher use to increase access/ equity distribution to support achievement of NETS and 21 <sup>st</sup> Century skills for all students.	Technology Coordinator and Operations Director	\$4,000	District Budget

GOAL:	IDENTIFIED GAPS (Prioritized)		
<p><b>Phase II: - (July, 2005 - June, 2006)</b></p> <p>1. Replace aging hardware to ensure teacher and student access to up- to- date technology tools that will promote best teaching and learning practices based on current research and supports adapting and transforming learning opportunities for all students.</p>	Operations Director	\$20,000	District Budget
<p>2. Deploy computers (new or old) to places determined by the evaluation plan that will address equity concerns and other identified barriers.</p>	Technology Coordinator and Operations Director	No Cost	Local and Regional Donations
<p>3. Purchase additional peripherals for student and teacher use to increase access/ equity distribution to support achievement of NETS and 21<sup>st</sup> Century skills for all students.</p>	Technology Coordinator and Operations Director	\$4,000	District Budget
<p><b>Phase III: - (July, 2006 - June, 2007)</b></p> <p>1. Replace aging hardware to ensure teacher and student access to up- to- date technology tools that will promote best teaching and learning practices based on current research and supports adapting and transforming learning opportunities for all students.</p>	Operations Director	\$20,000	District Budget
<p>2. Purchase additional peripherals for student and teacher use to increase access/ equity distribution to support achievement of NETS and 21<sup>st</sup> Century skills for all students.</p>	Technology Coordinator and Operations Director	\$4,000	Local and Regional Donations
<p>3. Review all data for past two years regarding equitable learning opportunities, tool capacity and technical support to ensure issues/ identified barriers have been addressed and progress being made. Make necessary changes.</p>	Technology Coordinator	\$ No Cost	

GOAL:	IDENTIFIED GAPS (Prioritized)		
<p><b>Goal 4B</b></p> <p><b>Phases II, III, and III December 2004-2007</b></p> <p>Continue to acquire local and long distance telephone service to facilitate and enhance communication between school staff, parents, students and other education stakeholders.</p>	Technology Coordinator	\$2,000	Local sources discounted by E-rate

**Expected Results:**

- Computers and other tools will be more accessible to students and teachers.
- Technology tools will support adapting and transforming learning uses.
- More up-to-date computers/hardware will be available for teachers and students to support new instructional methods.
- Increase in use of technology tools in student learning in targeted content areas.
- Achievement of equitable access to technology for all students.
- Increased access to improved/updated communication services.
- (Meet E-rate requirements)

**Assessment Strategies/Success Indicators**

- NextSteps Surveys will show an increase in the number of teachers using technology for instruction on a daily/ weekly basis over previous three-year period.
  - Inventories will show a more equitable distribution of computers among the schools.
- At the end of the 3 years, all schools will have both computers and peripherals at the advanced level based on the CEO Forum Standards.
- NextSteps Tools & Insta-Audit will show decrease in literacy uses and increase in adapting and transforming uses over three year time period. Aging inventory analysis will reveal a decrease in the number of “aging” computers.
  - E-Rate requirements met and E-rate Tech Plan Addendum completed and on file in district office.

## 7 . A s s e s s m e n t a n d E v a l u a t i o n :

**Part A: Methods of Evaluation** The overall evaluation design has been developed for various levels of evaluation:

- The use of various internal committees to evaluate overall achievement of technology goals and to ensure that the assessment process includes a focus on its impact on student achievement and district's ability to continue to make positive changes in instruction and curriculum.
- The use of various processes/tools to evaluate growth each year. Specific assessment tools will be used to verify growth and to identify additional gaps/needs. The district will be utilizing the Illinois NextSteps Toolkit as one of the primary resources for data collection, analysis and evaluation. Specific tools are identified below for each of the components. Technology Steering Committee will do a follow-up evaluation at the end of each phase and make necessary changes in the plan for the following year. The findings will be reported to the Board of Education and to the community through various medias.

### **Part B: Evaluation Design:**

**1. Community Involvement:** To utilize the district technology resources to maximize district/community communication, efforts, and improvements as well as increase family involvement thus making various community components a part of the educational process.

Expected Results (Qualitative)	Success Indicators (Quantitative)	Measurement Instruments	Frequency of Analysis
Increased communication between home and school.	50% of all teachers will electronically communicate with parents who have email access	Artifact Review Communication Portfolio Parent Survey Insta-Audit Pillar I	Annual Phase 2, 3 Phase 3 Phase 1 & 3
Parents and Community members will be more knowledgeable about technology and what is available for student use.	20% increase in number of "hits" on web site over three-year period.	Artifact Review Community Survey Insta-Audit Pillar I	Annual Phase 3 Phase 1 & 3
Movement toward optimum level of parent connections.		Insta-Audit Pillar I Artifact review of communication.	Phase 3 Phase 3

**2. Curriculum and Instruction:** *To increase opportunities for technology use in instruction and learning that result in engaged learning environments.*

<b>Expected Results (Qualitative)</b>	<b>Success Indicators (Quantitative)</b>	<b>Measurement Instruments</b>	<b>Frequency of Analysis</b>
Identification of current student achievement reality. Identification of curricular area(s) of need. Collection of statistical data to support School Improvement Planning.	A sampling of student artifacts will show a 20% increase annually in the use of adaptive and transforming learning tasks.	Data Artifacts	Annual
Student opportunities to demonstrate technology literacy skills as they complete units of study.	The percent of students using technology to access, process and communicate information will increase 10% each year.	Curriculum with technology standards included Student Survey	Annual Phase II, III
Increased use of technology to increase student achievement scores.	Schools will make AYP	Analysis of ISAT & PSAE data	Annual
Increase in teacher skill levels. Increase of student-centered, technology- activities in the classroom to support student achievement of the ILS in mathematics, reading, and writing.	Using the <i>ETP Spectrum</i> , Instructional practices will show an increase in transforming uses each year by at least 15%. Movement to developing stage by the end of phase 3 for Pillar II of <i>NS Analysis Guide</i>	Lesson and student project Artifacts  Teacher and Student Surveys	Phase II  Phase II, III
Students provided opportunities to demonstrate technology literacy skills and adapting learning tasks as they complete units of study.	Review of a sampling of student artifacts at targeted grade levels/content areas will show the majority are adapting and/or transforming learning uses	Student Artifact Review. <i>ETP Spectrum for Mapping instructional &amp; professional development activities</i>	Phase III
All students will have equal access to and expectations for proficiency in technology skills.	Increase in number of tools used at targeted grade levels from phase 1 through phase 3 will be substantiated.	Artifacts Observations Surveys (Teacher & Student)	Annual
Student will be provided opportunities to demonstrate technology literacy skills as they complete units of study	Increase in resources available for student use in the libraries.	Inventories and Completed Plan	Phase I
Responsible users through life-long learning	Students will demonstrate use of technology in classes.	Observations	Phase II, II
Increase in transforming learning experiences for students. Increase of student-centered,	Using the <i>ETP Spectrum</i> , Instructional practices will show an increase in transforming uses	ETP Spectrum in conjunction with NS Tool 9:	Annual Annual

technology-enhanced activities in the classroom to support student achievement of the ILS.	each year by at least 15%. Movement to developing stage by the end of phase 3 for Pillar II of <i>NS Analysis Guide</i>	<i>Mapping Instructional Practices. NS Insta-Audit for Pillar II (teaching and learning)</i>	Phase 3
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**3. Professional Development:** To develop/implement a staff development program/model that will provide teachers, administrators, paraprofessionals and all support staff learning opportunities and experiences that will enable them to practice/support “best teaching and learning practices” with the use of technology.

Expected Results (Qualitative)	Success Indicators (Quantitative)	Measurement Instruments	Frequency of Analysis
Teachers will continue to increase their technology skills and knowledge as defined by ISTE's NETS for Teachers.	Using <i>ETP Spectrum</i> , instructional practices will show an increase in transforming uses each year	Classroom Observations Lesson Plan Artifacts	Phase II, III  Phase II, III
Staff Development program that addresses NSDC Standards.	Using <i>ETP Spectrum</i> , instructional practices will show an increase in transforming uses each year	<i>ETP Spectrum Insta-Audit for Pillar3</i>  Student and Teacher Surveys	Phase II, III  Phase II, III
Resources and support systems are in place to support all teachers, paraprofessionals, and administrators.	Using <i>ETP Spectrum</i> , instructional practices will show an increase in transforming uses each year	Classroom Observations Lesson Plan Artifacts	Phase II, III  Phase II, III
Movement from literacy uses.	Using <i>ETP Spectrum</i> , instructional practices will show an increase in transforming uses each year	ETP Learning Spectrum will map teachers' level of use of technology in relation to literacy, adapting, and transforming student products Insta-Audit using the IL. NextSteps Analysis Classroom Observations	Phase II, III
Teachers and administrators will be more familiar with the curriculum,	NETS-S, and NETS-A. Using <i>ETP Spectrum</i> , instructional practices will show an increase in transforming uses each year	Aligned Curriculum Teacher and Administrator Surveys	Phase II, III
The curriculum will address the Nets standards and 21 <sup>st</sup> century skills.	Using <i>ETP Spectrum</i> , instructional practices will show an increase in transforming uses each year	Aligned Curriculum and Lesson Plan Artifacts	Annual
Teachers will maintain a professional development plan to keep up to date with current teaching practices	Using the Illinois Professional Teaching Standards, teachers will maintain professional development plans	Professional Development plans lesson plans artifacts	Annual
All targeted staff will be able to demonstrate mastery of basic-level technology competency skills identified in ISTE's NETS for Teachers.	Teachers will feel comfortable using technology for new learning tasks not possible without technology.	Artifact Analysis. Student Product Analysis	Annual  Page 34

4. **Technology Deployment & Sustainability** : *To develop/implement a staff development program/model that will provide teachers, administrators, paraprofessionals and all support staff learning opportunities and experiences that will enable them to practice/support “best teaching and learning practices” with the use of technology*

<b>Expected Results (Qualitative)</b>	<b>Success Indicators (Quantitative)</b>	<b>Measurement Instruments</b>	<b>Frequency of Analysis</b>
Decrease in aging equipment. Access to additional equipment. Technology tools will support adapting and transforming learning uses.	Decrease in literacy uses and increase in adapting and transforming uses over three year time period. Aging inventory analysis will reveal a decrease in the number of “aging” computers.	Insta-Audit Hardware Inventories	Annual
Computers and other tools will be more accessible to students and teachers.	The amount of time students use technology on a weekly basis will increase.	Artifact Review  Teacher and Student surveys.	Annual  Phase II, III
Increase in use of technology tools in student learning and movement towards meeting NETS and 21 <sup>st</sup> Century skills for all students.	Classroom practices change to include more transforming uses of technology.	NextSteps Tools & Insta-Audit will show improvement in student to peripheral ratios	Phase II, III
Increase accessibility to innovative technology systems to improve access to information for instruction, learning and professional growth needs of all staff members.	NextSteps Surveys will show 15% increase in the number of teachers using technology for instruction on a daily/weekly basis over previous three-year period. Logs will show an increase of 30% in student use of technology tools for learning.	Artifact review Hardware and software inventories	Annual Annual
Computers and other tools will be more accessible to students and teachers.	NextSteps Surveys will show 15% increase in the number of teachers using technology for instruction on a daily/weekly basis over previous three-year period. Logs will show an increase of 30% in student use of technology tools for learning.	Artifact review Hardware and software inventories	Annual

Increase in use of technology tools in student learning and movement towards meeting NETS and 21 <sup>st</sup> Century skills for all students. 1	NextSteps Surveys will show 15% increase in the number of teachers using technology for instruction on a daily/weekly basis over previous three-year period. Logs will show an increase of 30% in student use of technology tools for learning.	NextSteps Tools & Insta-Audit will show improvement in student to peripheral ratios.	Annual
Decision-making based upon formal data analysis.	Data bases decision making made for improvement planning	<i>NextSteps Tools 18,19 &amp; 22.</i>	Annual

4B. Continue to acquire local and long distance telephone service to facilitate and enhance communication between school staff, parents, students and other education stakeholders.

<b>Expected Results (Qualitative)</b>	<b>Success Indicators (Quantitative)</b>	<b>Measurement Instruments</b>	<b>Frequency of Analysis</b>
Staff, students and community will show increased use of our communications infrastructure to improve delivery of instruction	District/School staff will monitor annually, at minimum, actual use, recommend changes to enhance the productivity and effectiveness of these services.	Student, staff, administrator, and parent surveys.	Annual

**Part C: Description on how acquired technology will be integrated into curriculum and how the overall plan will impact student achievement:** Through increased professional development activities that include State, Local, and National initiatives, teachers will have opportunities to participate in in-service and training sessions that will address the NETS for teachers. Teachers whose teaching strategies include adapting and transforming uses of technology will provide mentoring. As professional development time and learning opportunities increase, the knowledge base of teachers, paraprofessionals and administrators will increase. It will be an expectation that included in instruction will be use of electronically delivered learning materials. Time will also be provided for teachers across content areas and/or grade levels to meet and share ideas. Technology use for instructional practices will also be part of teacher observations.

**Part D: Description of methods to be used for revision and reporting results of overall plan:** The District Technology Steering Committee will be responsible for conducting necessary evaluations each year. An analysis will be completed and any changes in upcoming strategies will be made to better meet teacher, student and community needs. The committee will present their findings to the Board of Education each June. The information will be reported to the community via traditional and electronic methods of communication.

## 8. T i m e l i n e

Phase 1 (December, 2004 - June, 2005_)	Activity/Strategy
	1. Develop and implement a plan for increased electronic communications between school and home that will include parents accessing their discipline information.
	2. Develop and implement a plan to increase web based resources for parent and community use.
	3. Develop and implement a plan to increase parent and staff communication using email as well as continue the traditional methods of communication.
	4. School improvement committees will review assessment data, determine growth in targeted areas and make necessary programmatic changes reflected in School Improvement Planning. Determine what strategies could include technology.
	5. Review NET Standards for Students and the 21st Century Skills. Determine essential skills and practices required of all students. Begin updating ILS aligned curriculum to include technology standards.
	6. Targeted teachers will utilize a variety of instructional strategies for teaching and learning with the support of technology, and be able to match the specific strategies with student learning needs. Ex: concept mapping software to improve writing, handhelds for assessment, or web projects to improve critical thinking skills.
	7. School improvement committees will review assessment data, determine growth in targeted areas and make necessary programmatic changes reflected in School Improvement Planning. Determine what strategies could include technology.
	8. Review NET Standards for Students and the 21st Century Skills. Determine essential skills and practices required of all students. Begin updating ILS aligned curriculum to include technology standards.
	9. Targeted teachers will utilize a variety of instructional strategies for teaching and learning with the support of technology, and be able to match the specific strategies with student learning needs. Ex: concept mapping software to improve writing, handhelds for assessment, or web projects to improve critical thinking skills.
	10. Develop a hardware replacement plan to address aging equipment and replace aging hardware to ensure teacher and student access to up- to- date technology tools that will promote best teaching and learning practices based on current research and supports adapting and transforming learning opportunities for all students.
	11. Purchase desktop systems to replace aging systems
	12. Review equitable learning opportunity concerns and other barriers that impact instruction and learning practices identified by Technology Committee during data analysis. Begin to make necessary changes.
	13. Purchase additional peripherals for student and teacher use to increase access/ equity distribution to support achievement of NETS and 21st Century skills for all students.
<b>Phase II: - (July, 2005 - June, 2006)</b>	1. Upgrade and maintain software for parent access to students' attendance, grades, and discipline.
	2. Update and maintain web resources.

<b>Phase I (December, 2004 - June, 2005)</b>	<b>Activity/Strategy</b>
	3. Update parent and staff email addresses.
	4. Implement student proficiency skills at the various grade levels to meet the NETS- S and 21st Century skills for all students.
	5. Update parent and staff email addresses.
	6. The process of updating and aligning curriculum to include the NETS –S and 21st Century Skills will continue.
	7. Teachers in core areas (language arts, mathematics, science, and social studies) will begin to restructure existing required curriculum units using strategies that support student inquiry, the use of technology, and application of required content into a culminating project or product.
	8. Teachers, administrators and identified paraprofessionals will participate in curriculum alignment process.
	9. Teachers, media personnel and paraprofessionals will continue training activities that will create learning opportunities that utilize research-based solutions and best practices to promote achievement of the Illinois Learning Standards.
	10. Administrators will have opportunities to participate in various professional growth activities that allows them to demonstrate educational leadership in addressing curriculum areas, including the following: Align curriculum, technology use, resource allocation, and assessment to support Illinois Learning Standards and district educational objectives. Facilitate the change process to move the district forward.
	11. Replace aging hardware to ensure teacher and student access to up-to-date technology tools that will promote best teaching and learning practices based on current research and supports adapting and transforming learning opportunities for all students.
	12. Deploy computers (new or old) to places determined by the evaluation plan that will address equity concerns and other identified barriers
	13. Purchase additional peripherals for student and teacher use to increase access/ equity distribution to support achievement of NETS and 21st Century skills for all students.
<b>Phase III: - (July, 2006 - June, 2007)</b>	1. Upgrade and maintain software for parent access to students’ attendance, grades, and discipline.
	2. Update and maintain web resources.
	3. Update parent and staff email addresses
	4. Teachers of core (language arts, mathematics, science, and social studies) areas in grades 3 through 8 will include instructional practices (Ex: web based projects and writing using concept mapping software) that enhance the creative, problem solving and critical thinking dimensions of learning for all students.

Phase 1 (December, 2004 - June, 2005)	Activity/Strategy
	5. All students will practice/ demonstrate responsible use of technology systems and software.
	6. Collect and analyze summative data to determine impact made on student achievement and/ or 21st Century skills.
	7. Teachers, administrators and identified paraprofessionals will participate in curriculum alignment process.
	8. Teachers, media personnel and paraprofessionals will continue training activities that will create learning opportunities that utilize research- based solutions and best practices to promote achievement of the Illinois Learning Standards.
	9. Administrators will have opportunities to participate in various professional growth activities that allow them to continue their leadership and support for increased use of teaching strategies that transform learning.
	10. Replace aging hardware to ensure teacher and student access to up- to- date technology tools that will promote best teaching and learning practices based on current research and supports adapting and transforming learning opportunities for all students.
	11. Purchase additional peripherals for student and teacher use to increase access/ equity distribution to support achievement of NETS and 21st Century skills for all students.
	12. Review all data for past two years regarding equitable learning opportunities, tool capacity and technical support to ensure issues/identified barriers have been addressed and progress being made. Make necessary changes.

## 9. Budget

<b>Phase 1 (2004-2005)</b>		
<b>Strategies</b>	<b>Amount</b>	<b>Source of Funds</b>
<i>Community Involvement</i>		
1. Develop and implement a plan for increased electronic communications between school and home that will include parents accessing their discipline information.	No Cost	
2. Develop and implement a plan to increase web based resources for parent and community use.	No Cost	
3. Develop and implement a plan to increase parent and staff communication using email as well as continue the traditional methods of communication.	No Cost	
<i>Curriculum &amp; Instruction:</i>		
1. School improvement committees will review assessment data, determine growth in targeted areas and make necessary programmatic changes reflected in School Improvement Planning. Determine what strategies could include technology.	No Cost	
2. Review NET Standards for Students and the 21st Century Skills. Determine essential skills and practices required of all students. Begin updating ILS aligned curriculum to include technology standards.	No Cost	
3. Targeted teachers will utilize a variety of instructional strategies for teaching and learning with the support of technology, and be able to match the specific strategies with student learning needs. Ex: concept mapping software to improve writing, handhelds for assessment, or web projects to improve critical thinking skills.	No Cost	
<i>Professional Development:</i>		
1. As a result of a formal Data Analysis process, a three-year plan will be developed/ implemented that outlines staff development needs/training that includes infusion of appropriate technology use to support student learning. These plans will correlate with technology plan goals/strategies and School Improvement plans.	No Cost	
2. Offer a series of trainings to improve teacher effectiveness in mastering basic level competency skills (ISTE's NETS for Teachers) and transfer them into effective classroom practices.	\$2,000 for stipends	Local sources
3. Continue basic level technology training for those teachers and paraprofessionals at beginning stages of use. Tie their technical training to how it also can be used in the	\$5,000 for stipends	Local sources

<b>Phase 1 (2004-2005)</b>		
<b>Strategies</b>	<b>Amount</b>	<b>Source of Funds</b>
4. Encourage teachers and administrators to attend conferences that will provide training, information, and resources to help them move from literacy to adapting and transforming uses of technology.	\$10,000 for stipend \$4000 – for stipend	Local Federal Flow-through Title II Tech Literacy
<i>Technology Deployment and Sustainability:</i>		
1. Develop a hardware replacement plan to address aging equipment and replace aging hardware to ensure teacher and student access to up-to-date technology tools that will promote best teaching and learning practices based on current research and supports adapting and transforming learning opportunities for all students.	<i>No Cost</i>	
2. Purchase desktop systems to replace aging systems.	\$20,000 \$10,000	<i>District Budget</i> <i>Local and Regional Donations</i>
3. Review equitable learning opportunity concerns and other barriers that impact instruction and learning practices identified by Technology Committee during data analysis. Begin to make necessary changes.	<i>No Cost</i>	
4. Purchase additional peripherals for student and teacher use to increase access/ equity distribution to support achievement of NETS and 21st Century skills for all students.	\$4,000	District Budget
5. Continue to use our Internet connection through the Illinois Century Network	\$15,000	District Budget and Federal E-rate

<b>Phase 2 (2005-2006)</b>		
<b>Strategies</b>	<b>Amount</b>	<b>Source of Funds</b>
<i>Community Involvement</i>		
1. Upgrade and maintain software for parent access to students' attendance, grades, and discipline.	\$12,000	District funds
2. Update and maintain web resources.	\$6,000	District funds
3. Update parent and staff email addresses.	No cost	

<b>Phase 2 (2005-2006)</b>		
<b>Strategies</b>	<b>Amount</b>	<b>Source of Funds</b>
<i>Curriculum and Instruction:</i>		
1. The process of updating and aligning curriculum to include the NETS –S and 21st Century Skills will continue.		
2. Teachers in core areas (language arts, mathematics, science, and social studies) will begin to restructure existing required curriculum units using strategies that support student inquiry, the use of technology, and application of required content into a culminating project or product.		
3. Implement student proficiency skills at the various grade levels to meet the NETS- S and 21st Century skills for all students.		
<i>Professional Development</i>		
1. Teachers, administrators and identified paraprofessionals will participate in curriculum alignment process.	No Cost	
2. Teachers, media personnel and paraprofessionals will continue training activities that will create learning opportunities that utilize research-based solutions and best practices to promote achievement of the Illinois Learning Standards.	\$5,000 for stipends \$2000 for stipends –Special Ed	Local Funds Federal flow-through Title II Tech Literacy funds
3. Administrators will have opportunities to participate in various professional growth activities that allows them to demonstrate educational leadership in addressing curriculum areas, including the following: Align curriculum, technology use, resource allocation, and assessment to support Illinois Learning Standards and district educational objectives. Facilitate the change process to move the district forward.	No Cost	
<i>Technology Deployment and Sustainability</i>		
1. Replace aging hardware to ensure teacher and student access to up- to- date technology tools that will promote best teaching and learning practices based on current research and supports adapting and transforming learning opportunities for all students.	No Cost	
2. Deploy computers (new or old) to places determined by the evaluation plan that will address equity concerns and other identified barriers.	\$20,000 \$10,000	<i>District Budget</i> Local and Regional Donations

<b>Phase 2 (2005-2006)</b>		
<b>Strategies</b>	<b>Amount</b>	<b>Source of Funds</b>
3. Purchase additional peripherals for student and teacher use to increase access/ equity distribution to support achievement of NETS and 21st Century skills for all students.	\$4,000	District Budget
5. Continue to use our Internet connection through the Illinois Century Network	\$15,000	District Budget and Federal E-rate

<b>Phase 3 (2006-2007)</b>		
<b>Strategies</b>	<b>Amount</b>	<b>Source of Funds</b>
<i>Community Involvement</i>		
1. Upgrade and maintain software for parent access to students' attendance, grades, and discipline.	No cost	
2. Update and maintain web resources.	No cost	
3. Update parent and staff email addresses	No cost	
<i>Curriculum &amp; Instruction</i>		
1. Teachers of core (language arts, mathematics, science, and social studies) areas in grades 3 through 8 will include instructional practices (Ex: web based projects and writing using concept mapping software) that enhance the creative, problem solving and critical thinking dimensions of learning for all students.	No Cost	
2. All students will practice/ demonstrate responsible use of technology systems and software.	No Cost	
3. Collect and analyze summative data to determine impact made on student achievement and/ or 21st Century skills.	No Cost	
<i>Professional Development</i>		
1. Teachers, administrators and identified paraprofessionals will participate in curriculum alignment process.	No Cost	

**Phase 3 (2006-2007)**

<b>Strategies</b>	<b>Amount</b>	<b>Source of Funds</b>
2. Teachers, media personnel and paraprofessionals will continue training activities that will create learning opportunities that utilize research- based solutions and best practices to promote achievement of the Illinois Learning Standards.	\$5,000 for stipend  \$3000 for stipends – Special Ed.	Local  Federal Flow-through Title II Tech Literacy funds
3. Administrators will have opportunities to participate in various professional growth activities that allow them to continue their leadership and support for increased use of teaching strategies that transform learning.	No Cost	
<i>Technology Deployment/Sustainability</i>		
1. Replace aging hardware to ensure teacher and student access to up- to- date technology tools that will promote best teaching and learning practices based on current research and supports adapting and transforming learning opportunities for all students.	\$20,000  \$10,000	<i>District Budget</i>  <i>Local and Regional Donations</i>
2. Purchase additional peripherals for student and teacher use to increase access/ equity distribution to support achievement of NETS and 21 <sup>st</sup> Century skills for all students.	\$4,000	District Budget
3. Review all data for past two years regarding equitable learning opportunities, tool capacity and technical support to ensure issues/ identified barriers have been addressed and progress being made. Make necessary changes.	\$ No Cost	
5. Continue to use our Internet connection through the Illinois Century Network	\$15,000	District Budget and Federal E-rate

## 10. A p p e n d i c e s

- A.** School Improvement Plans
- B.** Student Achievement data
- C.** Surveys/analysis
- D.** Six Essential Learnings
- E.** Nets for Administrators and Teachers
- F.** NSDC Standards for Staff Development
- G.** 2004-2005 E-rate addendum
- H.** 2005-2006 E-rate addendum
- I.** 2004 School Report Card

## Appendix A

2004-2005  
School Improvement Plan  
Memorial School

*The 2003-2004 2<sup>nd</sup> grade students took the Terra Nova Achievement Test during the spring of 2004. This national normed test measures Mathematics and Reading. The overall outcomes in regard to each subject area of the test were:*

*In Reading, 74.4% of the students met the standards. This was down 7% from 2002-03. In Mathematics, 93.8% met the standards. This was an increase of 2% from 2002-03.*

*During the fall of 2004, we gave the Terra Nova to the incoming 2<sup>nd</sup> grade as a pre-test to the achievement test in the spring of 2005. In Reading, the overall outcome was that the students were above the national norm in all areas. In Mathematics, the overall outcome was that the students were at or above the national norm in all areas except Math Computation. We are anxious to give the test in the spring of 2005 in order to see the growth we have made over these scores with the implementations that have been started this year with our School Improvement Plan.*

*In order to maintain and improve the success rate we achieved this past year on the TerraNova Achievement Test; Memorial School will concentrate on the following areas of instruction.*

*Areas to help improvement in Reading:*

*\*\*We are changing the Reading Unit tests to align with the Four Blocks method of instruction.*

*\*\*We have changed the Reading Improvement Grant program by using three teacher aides to work with small groups of identified students on a daily basis in Intensive Phonics to help improve their reading level. At the same time, the Title I program is working with other identified students to enhance their reading level. One day a week, the Reading Improvement Grant teacher and Title I teacher come together to instruct a whole group lesson for each classroom. This allows the special programs to reach all students, by giving extra instruction in Reading.*

*\*\*We are utilizing the SOS program at Paris High School, volunteer community and faculty members, and the Paris After School Stars (PASS) program to allow more individualized attention on the students' language and reading skills.*

*Areas to help improvement in Mathematics:*

*\*\*We will continue the implementation of the Saxon Math program that has seemed to build on the improvement of the math level of students, since its inception at the elementary grades.*

The 2004-2005 School Improvement Plan for Carolyn Wenz Elementary School supports the district mission statement and the mission statement for Wenz School.

**It is also closely tied to the state guidelines for school improvement.**

**The Carolyn Wenz School improvement Plan is based upon the analysis of data from the following sources:**

- 1. ISAT results**
- 2. STAR reading tests**
- 3. STAR math tests**
- 4. ITBS results**
- 5. Discipline records**

**Wenz Students met Annual Yearly Progress under the guidelines of the No Child Left Behind legislation in all subjects and all subgroups except in reading in the IEP subgroup. This legislation requires that forty percent of all students meet the state standards for this year. As the results show, Wenz School overall scored significantly above the forty percent in all assessed learning areas.**

**The School Improvement Plan for Carolyn Wenz School this year will focus on continued improvement of student achievement in the areas of reading, writing, and mathematics. Teachers will meet on a regular basis throughout the year to work on the areas addressed in the school improvement plan. Accelerated Reader, Four Blocks, and Big Blocks will be used to guide the reading curriculum. Title I teachers and the Reading Improvement aide will provide support to those students who need the assistance. Comprehension skills will be emphasized each day during guided reading. Write On, Illinois style and techniques will be stressed at all three grade levels on a daily basis. Saxon Mathematics will be implemented at all grades with Accelerated Math as a supplement for the advanced math student. A school-wide discipline plan has been developed by staff and has been implemented with success. Building positive student relations, providing effective monitoring, establishing clear parameters, and developing immediate consequences are the main components of the plan.**

**Staff development that coordinates with the School Improvement Plan will be provided. The areas of reading and writing will be emphasized for staff development activities. After the teachers receive training, they will implement these activities into their instruction and provide training to the other teachers.**

**School communication with parents is another area that will continue to be stressed at Wenz School. Teacher weekly newsletters, principal monthly newsletters, conferences, and phone calls will all be utilized to establish effective communication.**

**This year the overall goal for Wenz School remains the same: to provide a safe, secure, and friendly learning environment for all students, helping to improve their achievement in all academic areas.**

## PARIS MAYO MIDDLE SCHOOL

FALL 2004

### **PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

Mayo Middle School's Improvement Plan (SIP) is an ongoing process implemented in conjunction with Internal Review Planning. Improvement plans are aligned with the District Mission Statement, to prepare students to become lifelong learners and productive members of society, and the District Exit Outcomes.

#### **Data from the following areas are analyzed to develop and revise the SIP for Mayo:**

1. Achievement in fundamental learning areas including study hall usage and homework completion
2. State assessment results and local criterion reference tests (CRT)
3. STAR reading/Saxon math assessments
4. Student ability/achievement testing
5. Staff professional development
6. Parent/student/staff/community surveys
7. Discipline logs, referral numbers, incident reports, attendance and truancy records
8. Parent involvement logs and Booster Club participation and activities
9. Retention policy
10. AR and reading program

The following areas were targeted for improvement during the 2003-2004 school year:

1. Math, reading, writing, science, and social studies achievement
2. Staff development in computer literacy and use of tech in classroom, CRISS training, bullying and sensitivity training, substance abuse prevention training (methamphetamine), Write-On Illinois, software for grading, standards aligned curriculum, and MMS attendance
3. Maintenance and continued improvement in discipline
4. Building-wide AR and reading program/ Rudy's Readers
5. Enrichment and challenges for all students
6. Increase homework completion/ study hall usage

Areas previously targeted that have continued to improve include the following:

1. Math, reading, science, and social studies achievement
2. Library use
3. Discipline
4. Attendance
5. Parent/teacher interaction/communication
6. Active participation in school organizations and clubs
7. Mayo Booster Club
8. Reading and AR

The following areas are targeted for improvement during the 2004-2005 school year:

1. Math, reading, writing, science, and social studies achievement

2. Staff development in computer literacy and identification of technological needs, CRISS training, bullying and sensitivity training, substance abuse prevention training (meth), Write-On Illinois, software for grading, standards aligned curriculum, and MMS attendance
3. Maintenance and continued improvement in discipline
4. Building –wide AR and reading program/ Rudy’s Readers
5. Enrichment and challenges for all students
6. Implement study hall usage plan to improve study skills and homework completion
7. Coordination of curriculum/content with elementary and high school
8. Coordination of cross-curricular skills/units within building

As we continue to evaluate the success of our school, we appreciate the cooperation and support of staff, parents, and community in this process.

## *Paris High School*

***Planned Improvement for the School and District for the 2004-2005 School Year.*** (This is a summary of the plan. The final document will be completed in conjunction with our North Central School Improvement Process.)

Paris High School's Improvement Plan (SIP) is an ongoing process implemented in conjunction with our North Central Association Evaluation. Improvement plans are aligned with data from several sources including PSAE, local testing, student grades, and surveys.

**Data from the following areas are analyzed to develop and revise the SIP for PHS:**

1. Achievement in fundamental learning areas
2. State assessment results (PSAE and local criterion reference tests (CRT))
3. Student ability testing
4. Staff professional development
5. Parent/student/staff/community surveys
6. Discipline logs, referral numbers, incident reports, attendance and truancy records

The following areas were targeted for improvement during the 2003-2004 school year:

1. **Problem solving**
  - a. **Search for strategies to use in classes**
  - b. **Using compare and contrast strategies in all classes.**
2. **Reading**
  - a. **Staff in-service on CRISS strategies**
  - b. **Utilizing QAR and KWL strategies in classes.**
3. **Respect**
  - a. **Encourage student involvement in activities and service projects**
  - b. **Improvement of school appearance**
4. **Writing**
  - a. **Write On! Assignments in all classes**
  - b. **Emphasis in all classes on support and elaboration**

These areas will continue to see staff attention during the 2004-2005 school year.

The following areas are targeted for improvement during the 2004-2005 school year:

1. **Math, reading, science, and social studies achievement**
2. **Independent reading in all English course work**
3. **Use of peer editing for improvement of writing and grammar usage**
4. **Use student writing to do grammar work especially sentence combining (complex sentences)**
5. **Work with vocabulary in the context of students' reading.**

- 6. Alignment of curriculum with performance descriptors provided with state standards.**  
The majority of our in-service time will be spent revising and revisiting our curriculum and its alignment with state expectations and communicating with Mayo, Crestwood, and St. Mary's about our curriculum and its alignment with theirs.
- 7. Creation of an Articulation Committee as part of our North Central improvement team.**  
The goal will be to communicate with Mayo, Crestwood and St.Mary's about our curriculum, what students need to be able to do in all areas upon arrival at PHS, and using test scores to plan for instruction.
- 8. Implementation of new standard for entrance into chemistry which will force more students to take physical science. Many of our students do not do well on the Physical Science concepts on the PSAE.**
- 9. Explore the possibility of increasing Graduation requirements in both Math and Science.**
  - A. Goal is to have all juniors, by the time their junior year is completed, passing three credits in Math, Science, and English.**
  - B. A majority of our students are already doing this**
- 10. Expanding the Mentoring Program to students within the High School itself.**
  - C. Student support groups.**
  - D. Guided study programs/groups.**
- 11. Explore the possible creation of a High School PFO in support of academics.**
- 12. Continue to foster and promote a challenging curriculum and classes which provide the tools and guidance to meet the challenges.**

**As we continue to evaluate the success of our school, we appreciate the cooperation and support of parents and community in this process.**

## Appendix B

# BRENDA ROTHENBERGER

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Carolyn Wenz Elementary School  
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## CAROLYN WENZ ELEMENTARY SCHOOL

**August 27, 2004**

### 2004 ISAT Summary Report

Students in third, fourth and fifth grades were given the Illinois Standard Achievement Test (ISAT) in April 2004. The results of these tests were received by the school district in August. This report is a summary of those results. This is the fourth year that the scores of students with IEPs (individual educational plans) are included in the percentage test scores.

### Third Grade Report

Third grade students were tested in reading, mathematics and writing.

## 2004 ISAT Results

### Reading Assessment – Grade 3

Categories	% Below	Warning	Below	Meets	Exceeds	% Above
1999 scores	35%	1%	34%	50%	15%	65%
2000 scores	37%	1%	36%	45%	18%	63%
2001 scores	26%	4%	22%	57%	17%	74%
2002 scores	32%	7%	25%	50%	19%	69%
2003 scores	29%	3%	26%	49%	23%	72%
2004 scores	28%	3%	25%	44%	28%	72%
2004 State	35%	7%	28%	42%	23%	65%
TREND	-1%	0%	-1%	-5%	+5%	0%

### Mathematics Assessment – Grade 3

Categories	% Below	Warning	Below	Meets	Exceeds	% Above
1999 scores	30%	7%	23%	58%	12%	70%
2000 scores	18%	1%	17%	69%	13%	82%
2001 scores	11%	4%	7%	61%	28%	89%
2002 scores	19%	3%	16%	57%	24%	81%
2003 scores	14%	2%	12%	60%	26%	86%
2004 scores	13%	3%	10%	56%	31%	87%
2004 State	21%	7%	14%	46%	33%	79%
TREND	-1%	+1%	-2%	-4%	+5%	+1%

### Writing Assessment – Grade 3

Categories	% Below	Warning	Below	Meets	Exceeds	% Above
1999 scores	37%	4%	33%	63%	0%	63%
2000 scores	26%	1%	25%	74%	0%	74%
2001 scores	36%	5%	31%	63%	1%	64%
2002 scores	44%	10%	34%	56%	0%	56%

<b>2003 scores</b>	<b>39%</b>	<b>8%</b>	<b>31%</b>	<b>60%</b>	<b>1%</b>	<b>61%</b>
<b>2004 scores</b>	<b>18%</b>	<b>6%</b>	<b>12%</b>	<b>82%</b>	<b>0%</b>	<b>82%</b>
<b>2004 State</b>	<b>36%</b>	<b>5%</b>	<b>31%</b>	<b>61%</b>	<b>3%</b>	<b>64%</b>
<b>TREND</b>	<b>-21%</b>	<b>-2%</b>	<b>-19%</b>	<b>+22%</b>	<b>-1%</b>	<b>+21%</b>

### Fourth Grade Report

Fourth grade students were tested in science and social science, just as they have been in the past

### **2004 ISAT Results**

#### **Science Assessment – Grade 4**

<b>Categories</b>	<b>% Below</b>	<b>Warning</b>	<b>Below</b>	<b>Meets</b>	<b>Exceeds</b>	<b>% Above</b>
<b>1999 scores</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>2000 scores</b>	<b>21%</b>	<b>0%</b>	<b>21%</b>	<b>59%</b>	<b>205</b>	<b>79%</b>
<b>2001 scores</b>	<b>20%</b>	<b>0%</b>	<b>20%</b>	<b>69%</b>	<b>11%</b>	<b>80%</b>
<b>2002 scores</b>	<b>19%</b>	<b>2%</b>	<b>17%</b>	<b>65%</b>	<b>17%</b>	<b>82%</b>
<b>2003 scores</b>	<b>24%</b>	<b>3%</b>	<b>21%</b>	<b>61%</b>	<b>15%</b>	<b>76%</b>
<b>2004 scores</b>	<b>27%</b>	<b>3%</b>	<b>24%</b>	<b>63%</b>	<b>11%</b>	<b>74%</b>
<b>2004 State</b>	<b>33%</b>	<b>8%</b>	<b>25%</b>	<b>53%</b>	<b>14%</b>	<b>67%</b>
<b>TREND</b>	<b>+3%</b>	<b>0%</b>	<b>+3%</b>	<b>+2%</b>	<b>-4%</b>	<b>-2%</b>

**Social Science Assessment – Grade 4**

<b>Categories</b>	<b>%Below</b>	<b>Warning</b>	<b>Below</b>	<b>Meets</b>	<b>Exceeds</b>	<b>% Above</b>
<b>1999 scores</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>2000 scores</b>	<b>29%</b>	<b>2%</b>	<b>27%</b>	<b>66%</b>	<b>4%</b>	<b>70%</b>
<b>2001 scores</b>	<b>29%</b>	<b>2%</b>	<b>27%</b>	<b>65%</b>	<b>5%</b>	<b>70%</b>
<b>2002 scores</b>	<b>21%</b>	<b>4%</b>	<b>17%</b>	<b>73%</b>	<b>7%</b>	<b>80%</b>
<b>2003 scores</b>	<b>27%</b>	<b>4%</b>	<b>23%</b>	<b>65%</b>	<b>9%</b>	<b>74%</b>
<b>2004 scores</b>	<b>43%</b>	<b>9%</b>	<b>34%</b>	<b>51%</b>	<b>6%</b>	<b>57%</b>
<b>2004 State</b>	<b>41%</b>	<b>10%</b>	<b>31%</b>	<b>54%</b>	<b>6%</b>	<b>60%</b>
<b>TREND</b>	<b>+16%</b>	<b>+5%</b>	<b>+11%</b>	<b>-14%</b>	<b>-3%</b>	<b>-17%</b>

**Physical Development & Health Assessment – Grade 4**

<b>Categories</b>	<b>% Below</b>	<b>Warning</b>	<b>Below</b>	<b>Meets</b>	<b>Exceeds</b>	<b>% Above</b>
<b>2002 scores</b>	<b>27%</b>	<b>4%</b>	<b>23%</b>	<b>48%</b>	<b>25%</b>	<b>73%</b>
<b>2003 scores</b>	<b>28%</b>	<b>3%</b>	<b>25%</b>	<b>51%</b>	<b>21%</b>	<b>72%</b>
<b>2004 scores</b>	<b>40%</b>	<b>5%</b>	<b>35%</b>	<b>45%</b>	<b>15%</b>	<b>60%</b>
<b>2004 State</b>	<b>35%</b>	<b>5%</b>	<b>30%</b>	<b>44%</b>	<b>21%</b>	<b>65%</b>
<b>TREND</b>	<b>+12%</b>	<b>+2%</b>	<b>+10%</b>	<b>-6%</b>	<b>-6%</b>	<b>+8%</b>

### Fine Arts Assessment – Grade 4

Categories	% Below	Warning	Below	Meets	Exceeds	% Above
2002 scores	22%	2%	20%	59%	20%	79%
2003 scores	24%	3%	21%	53%	23%	76%
2004 scores	29%	2%	27%	52%	19%	71%
2004 State	27%	4%	23%	52%	20%	72%
TREND	+5%	-1%	+6%	-1%	-4%	-5%

### Fifth Grade Report

Fifth grade students were tested in reading, mathematics and writing.

### 2004 ISAT Results

### Reading Assessment – Grade 5

Categories	% Below	Warning	Below	Meets	Exceeds	% Above
1999 scores	52%	1%	51%	31%	17%	48%
2000 scores	34%	0%	34%	51%	15%	66%
2001 scores	41%	0%	41%	38%	20%	58%
2002 scores	54%	0%	54%	37%	8%	45%
2003 scores	32%	0%	32%	47%	21%	68%

<b>2004 scores</b>	<b>47%</b>	<b>1%</b>	<b>46%</b>	<b>36%</b>	<b>17%</b>	<b>53%</b>
<b>2004 State</b>	<b>39%</b>	<b>2%</b>	<b>37%</b>	<b>36%</b>	<b>25%</b>	<b>61%%</b>
<b>TREND</b>	<b>+15%</b>	<b>+1%</b>	<b>+14%</b>	<b>-11%</b>	<b>-4%</b>	<b>-15%</b>

### Mathematics Assessment – Grade 5

<b>Categories</b>	<b>% Below</b>	<b>Warning</b>	<b>Below</b>	<b>Meets</b>	<b>Exceeds</b>	<b>% Above</b>
<b>1999 scores</b>	<b>56%</b>	<b>1%</b>	<b>55%</b>	<b>45%</b>	<b>0%</b>	<b>45%</b>
<b>2000 scores</b>	<b>39%</b>	<b>2%</b>	<b>37%</b>	<b>60%</b>	<b>2%</b>	<b>62%</b>
<b>2001 scores</b>	<b>29%</b>	<b>2%</b>	<b>27%</b>	<b>71%</b>	<b>0%</b>	<b>71%</b>
<b>2002 scores</b>	<b>46%</b>	<b>3%</b>	<b>43%</b>	<b>53%</b>	<b>1%</b>	<b>54%</b>
<b>2003 scores</b>	<b>25%</b>	<b>3%</b>	<b>22%</b>	<b>66%</b>	<b>9%</b>	<b>75%</b>
<b>2004 scores</b>	<b>32%</b>	<b>4%</b>	<b>28%</b>	<b>60%</b>	<b>8%</b>	<b>68%</b>
<b>2004 State</b>	<b>28%</b>	<b>3%</b>	<b>25%</b>	<b>60%</b>	<b>12%</b>	<b>72%</b>
<b>TREND</b>	<b>+7%</b>	<b>+1%</b>	<b>+6%</b>	<b>-6%</b>	<b>-1%</b>	<b>-7%</b>

### Writing Assessment – Grade 5

<b>Categories</b>	<b>% Below</b>	<b>Warning</b>	<b>Below</b>	<b>Meets</b>	<b>Exceeds</b>	<b>% Above</b>
<b>1999 scores</b>	<b>22%</b>	<b>0%</b>	<b>22%</b>	<b>64%</b>	<b>14%</b>	<b>78%</b>

<b>2000 scores</b>	<b>32%</b>	<b>0%</b>	<b>32%</b>	<b>60%</b>	<b>8%</b>	<b>68%</b>
<b>2001 scores</b>	<b>51%</b>	<b>4%</b>	<b>47%</b>	<b>47%</b>	<b>1%</b>	<b>48%</b>
<b>2002 scores</b>	<b>64%</b>	<b>6%</b>	<b>58%</b>	<b>36%</b>	<b>0%</b>	<b>36%</b>
<b>2003 scores</b>	<b>25%</b>	<b>3%</b>	<b>22%</b>	<b>72%</b>	<b>3%</b>	<b>75%</b>
<b>2004 scores</b>	<b>45%</b>	<b>14%</b>	<b>31%</b>	<b>54%</b>	<b>1%</b>	<b>55%</b>

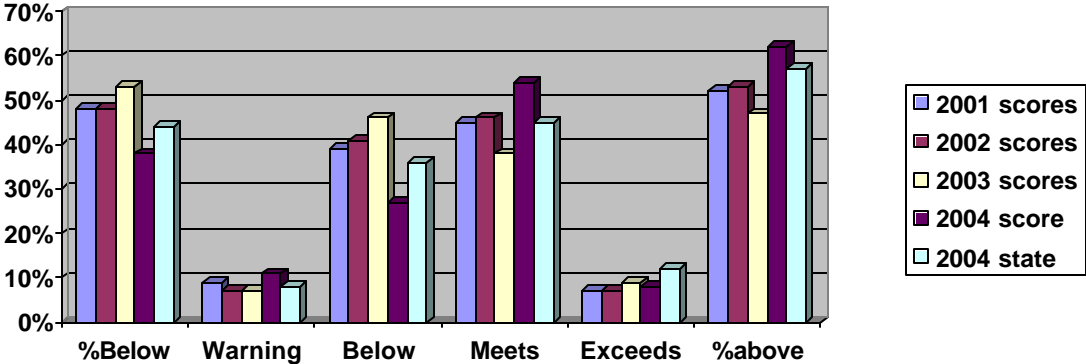
# 2003 PHS Prairie State Achievement Examination Results

PHS juniors took the Prairie State Achievement exam for the fourth consecutive year in April 2004. Our students performed extremely well as they scored above state average in every category. We are extremely proud of our program at PHS and these results confirm that each department has worked hard to see that every student is challenged to meet or exceed state standards.

## Reading Assessment—Grade 11

### PSAE

Categories	%Below	Warning	Below	Meets	Exceeds	%above
2001 scores	48%	9%	39%	45%	7%	52%
2002 scores	48%	7%	41%	46%	7%	53%
2003 scores	53%	7%	46%	38%	9%	47%
2004 scores	38%	11%	27%	54%	8%	62%
2004 state	43%	8%	35%	47%	10%	57%
Trend	-15%	+4%	-19%	+16%	-1%	+15%

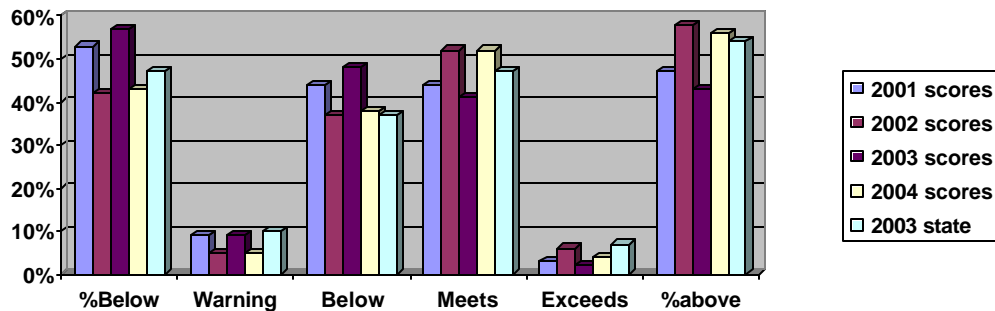


Year	Composite	Category	State
2001	155(120-200)	Meets (155-177)	158
2002	157	Meets (155-177)	158
2003	155	Meets (155-177)	157
2004	158	Meets (155-177)	157
Trend	+3	Unchanged	+0

The overall composite score for the PHS class of 2004 was 155, which falls into the “meets” category. The Class of 2003 had a composite score of 157. According to the No Child Left Behind legislation (NCLB), 40% of all subgroups had to meet or exceed on the reading portion of the test in order for PHS to make its Annual Yearly Progress (AYP). Forty-seven percent of the class of 2004 met the standard. All of our subgroups made also made the AYP goal. More students exceeded this year than in any previous year (9%).

I. Math Assessment—Grade 11

Categories	%Below	Warning	Below	Meets	Exceeds	%above
2001 scores	53%	9%	44%	44%	3%	47%
2002 scores	42%	5%	37%	52%	6%	58%
2003 scores	57%	9%	48%	41%	2%	43%
2004 scores	44%	6%	38%	52%	4%	56%
2004 state	47%	10%	37%	42%	10%	52%
Trend	-13%	-3%	-10%	+11%	+2%	+13%

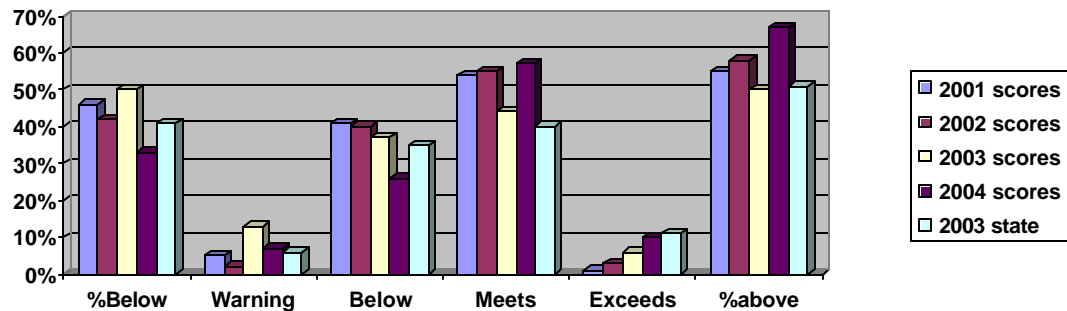


Year	Composite	Category	State
2001	155 (120-200)	Below (136-155)	157
2002	157 (120-200)	Meets (156-178)	157
2003	154 (120-200)	Below (136-154)	156
2004	157	Meets (156-178)	157
Trend	+3	Category +	+1

The overall composite in math was 154. The overall composite falls just below the meets category. Again the AYP goal was met in all categories for Math. Forty-three percent of the class of 2004 met or exceeded the standards on the math subtest.

### III. Writing Assessment—Grade 11

Categories	%Below	Warning	Below	Meets	Exceeds	%above
2001 scores	46%	5%	41%	54%	1%	55%
2002 scores	42%	2%	40%	55%	3%	58%
2003 scores	50%	13%	37%	44%	6%	50%
2004 scores	33%	7%	27%	57%	10%	67%
2004 state	40%	7%	33%	48%	12%	60%
Trend	-17%	-6%	-10%	+13%	+4%	+17%



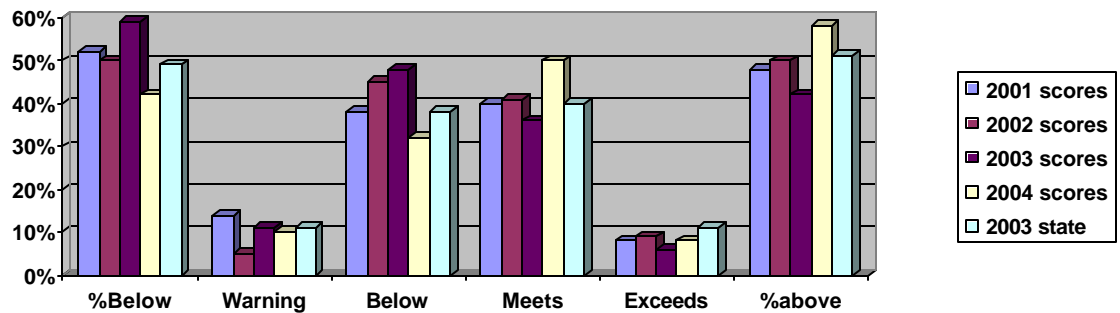
Year	Composite	Category	State
2001	155 (120-200)	Meets (155-178)	158
2002	157	Meets	158
2003	153	Below (133-154)	158
2004	158	Meets (155-178)	158
Trend	+5	Category +	Unchanged

The overall composite score for writing was a 153, which falls into the upper end of the below category. At this time the NCLB legislation does not consider writing scores, just reading and math. Fifty percent of our students met or

exceeded. We again had more students exceed on the writing test than ever before but we also had more students score in the warning category than ever before.

#### IV. Science Assessment—Grade 11

Categories	%Below	Warning	Below	Meets	Exceeds	%above
2001 scores	52%	14%	38%	40%	8%	48%
2002 scores	50%	5%	45%	41%	9%	50%
2003 scores	59%	11%	48%	36%	6%	42%
2004 scores	42%	10%	32%	50%	8%	58%
2004 state	47%	11%	36%	41%	12%	53%
Trend	-17%	-1%	-16%	+14%	+2%	+16%

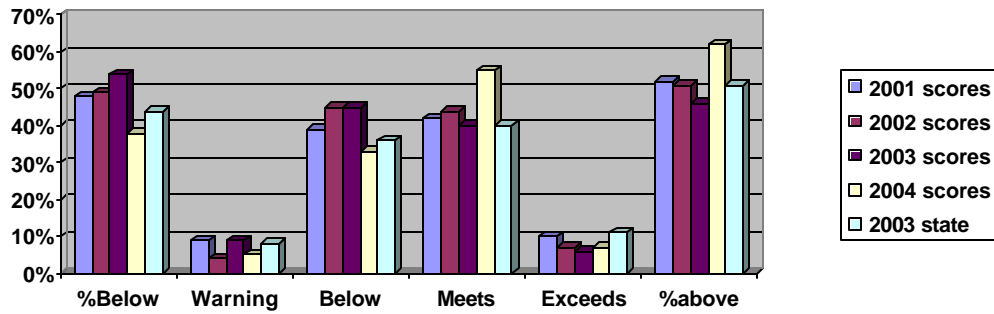


Year	Composite	Category	State
2001	155 (120-200)	Below (136-157)	157
2002	158	Meets (158-177)	158
2003	155	Below(136-157)	157
2004	158	Meets (158-177)	158
Trend	+3	Category +	+1

The Science assessment composite score was a 155, which scores in the upper end of the below category. Forty one percent of our students met or exceeded state standards.

V. Social Science Assessment—Grade 11

Categories	%Below	Warning	Below	Meets	Exceeds	%above
2001 scores	48%	9%	39%	42%	10%	52%
2002 scores	49%	4%	45%	44%	7%	51%
2003 scores	54%	9%	45%	40%	6%	46%
2004 scores	38%	5%	33%	55%	7%	62%
2003 state	41%	8%	33%	45%	14%	59%
Trend	-16%	-4%	-12%	+15%	+1%	+16%



Year	Composite	Category	State
2001	155 (120-200)	Meets (154-173)	157
2002	154	Meets	157
2003	152	Does not meet	157
Trend	-2	-category	Unchanged

The composite score for PHS was 152, which falls into the meet category does not meet category. Forty-six percent of our students met or exceeded state standards.

**Appendix C  
Survey Results**

\_\_\_\_\_  
*Name (Optional)*

\_\_\_\_\_  
*Building*

**Paris Union School District #95  
Technology Needs Assessment  
August 2004**

The Technology Committee is in the process of reviewing and revising the District #95 Technology Plan, and your input is very important. Please take a few minutes and complete the following needs assessment and then return it to your school office. Thank you.

**1. How often do you have your students use the computer for educational purposes?**

40% several times a day    15 daily    45 less than 3 times a week

**2. How often do you personally use the computer for educational purposes?**

16% for attendance only    55% several times a day    15% daily

14% less than 3 times a week

**3. What types of technology do you use in your instruction/lessons?**

65% computer                      47% overhead                      3% tape recorder

65% television                      7% CD player                      65% TV/VCR

3% DVD                      13% digital camera                      11% LCD projector

19% video recorder    \_\_\_\_\_ other (please list)

**4. Do you utilize the computer lab in your school?**

78% yes                      19% no                      3% N.A.

**5. Please rank the following perceived needs regarding technology, with 1 being the highest need.**

2 staff development    3 software    1 computers    4 other

Please list other. Technical Support

6. List any topics you would like to have covered in a workshop.

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7. What software programs do you use for your personal professional needs?

88% Word    45% Excel    37% PowerPoint    23% Adobe  
63% MMS    7% Grade Book    41% Print Shop    94% E-mail  
15% Image Mixer    7% Access (data base)    \_\_\_\_\_ Other (please list)

8. What software programs (or types of software) do you currently use with your students?

66% Word    37% PowerPoint    14% Print Shop    57% AR  
51% STAR Reading    11% AM    47% STAR Math    7% Other Math  
28% Type to Learn    1% Other Keyboarding    \_\_\_\_\_ Other (please list)

9. List other needs, suggestions, and/or comments.

*APPENDIX D*  
*SIX ESSENTIAL LEARNINGS IN A TECHNOLOGICAL SOCIETY*

Technology is defined to be the combination of human imagination, inventiveness and the electronic/optical tools to transform ideas into reality. Effective use of information and technology will require students to develop new roles in living, learning and working in an increasingly complex and information-rich society. The following essential learnings for technology are fundamental to the work of the Illinois State Board of Education as they develop content standards, performance standards, and assessments for all academic areas.



1. The **student as information seeker, navigator and evaluator**. The student recognizes and values the breadth of information sources, browses those sources, differentiates and selectively chooses sources based on soundness and relevancy, and retrieves appropriate information/data using all forms of electronic/optical media, technology and telecommunications.



2. The **student as critical thinker, analyzer and selector of information and technologies appropriate to the task**. The student uses problem-solving techniques and technology tools to review information and data from a variety of sources; analyze, synthesize and evaluate it; and then transform the myriad of ideas, data and information into useful information and knowledge. During this process the student discriminates among a variety of technologies and electronic/optical media to extend and expand his/her capabilities.



3. The **student as creator of knowledge using information resources and technology**. The student, both individually and as a successful member of a team, constructs new meaning and knowledge in all content areas, combining and synthesizing different types of information through technology, telecommunications and computer modeling/ simulations.



4. The **student as effective communicator using a variety of appropriate technologies/media**. The student creates, produces and presents ideas, stories and unique representations of thoughts through a variety of electronic/optical media by analyzing the task before him/her, the technology tools available, and appropriately selecting and using the most effective tool(s)/media for the purpose and audience.



5. The **student as a technologist**. The student develops the confidence, competence, information management strategies and sufficient technical

skills to successfully install, setup, and use the technology and telecommunications tools in his/her daily life, work situations and learning environments.



5. The **student as a responsible citizen in a technological age**. The student understands the ethical, cultural, environmental and societal implications of technology and telecommunications, and develops a sense of stewardship and individual responsibility regarding his/her use of technology, media and telecommunications networks.

## *Appendix E*

### *NETS for Administrators*

#### Educational Technology Standards and Performance Indicators for Administrators

##### VI. LEADERSHIP AND VISION.

*Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational leaders:*

- A. Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. Use data in making leadership decisions.
- E. Advocate for research-based effective practices in use of technology.
- F. Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

##### VII. LEARNING AND TEACHING.

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

- A. Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. Provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

##### VIII. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

- A. Model the routine, intentional, and effective use of technology.
- B. Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. Create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. Engage in sustained, job-related professional learning using technology resources.
- E. Maintain awareness of emerging technologies and their potential uses in education.
- F. Use technology to advance organizational improvement.

##### IV. SUPPORT, MANAGEMENT, AND OPERATIONS.

Educational leaders ensure the integration of technology to support productive systems for learning and administration. Educational leaders:

- A. Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.

- B. Implement and use integrated technology-based management and operations systems.
- C. Allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. Integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. Implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

#### V. ASSESSMENT AND EVALUATION.

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:

- A. Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. Assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- D. Use technology to assess, evaluate, and manage administrative and operational systems.

#### IX. SOCIAL, LEGAL, AND ETHICAL ISSUES.

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:

- A. Ensure equity of access to technology resources that enable and empower all learners and educators.
- B. Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. Promote and enforce privacy, security, and online safety related to the use of technology.
- D. Promote and enforce environmentally safe and healthy practices in the use of technology.
- E. Participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

### *Net Standards For Teachers*

*Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.*

*The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.*

#### I. TECHNOLOGY OPERATIONS AND CONCEPTS.

*Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:*

- A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education [Technology Standards for Students](#))
- B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

#### II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

*Teachers plan and design effective learning environments and experiences supported by technology. Teachers:*

- A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. Apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. Identify and locate technology resources and evaluate them for accuracy and suitability.
- D. Plan for the management of technology resources within the context of learning activities.
- E. Plan strategies to manage student learning in a technology-enhanced environment.

**III. TEACHING, LEARNING, AND THE CURRICULUM.**

*Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:*

- A. Facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. Use technology to support learner-centered strategies that address the diverse needs of students.
- C. Apply technology to develop students' higher order skills and creativity.
- D. Manage student-learning activities in a technology-enhanced environment.

**IV. ASSESSMENT AND EVALUATION.**

*Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:*

- A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication and productivity.

**V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.**

*Teachers use technology to enhance their productivity and professional practice. Teachers:*

- A. Use technology resources to engage in ongoing professional development and lifelong learning.
- B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. Apply technology to increase productivity.
- D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

**VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.**

*Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:*

- A. Model and teach legal and ethical practice related to technology use.
- B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. Identify and use technology resources that affirm diversity, promote safe and healthy use of technology resources.
- D. Facilitate equitable access to technology resources for all students.

## Appendix F

Source: [www.NSDC.org](http://www.NSDC.org) on October 27, 2004

### **NSDC Standards for Staff Development**

(Revised, 2001)

#### **Context Standards**

##### **Staff development that improves the learning of all students:**

Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)

Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)

Requires resources to support adult learning and collaboration. (Resources)

#### **Process Standards**

##### **Staff development that improves the learning of all students:**

Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)

Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)

Prepares educators to apply research to decision making. (Research-Based)

Uses learning strategies appropriate to the intended goal. (Design)

Applies knowledge about human learning and change. (Learning)

Provides educators with the knowledge and skills to collaborate. (Collaboration)

#### **Content Standards**

##### **Staff development that improves the learning of all students:**

Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)

Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)

Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)