

6 ILLINOIS e-Plans

TECHNOLOGY INTEGRATION PLAN TEMPLATE

DISTRICT INFORMATION: All district information and fields must be completed in this form.

Technology Integration Plan (TIP) Contact—Name and contact information of the district contact person who is able to answer questions concerning the content of the technology plan. RCDT information can be found at website—<http://www.isbe.net/sis>

| | | | |
|--------------------------|---|-------------------------------|--------------------------|
| District Name | Millburn Community Consolidated District 24 | | |
| District address | 18550 Millburn Road | | |
| City/State/Zip | Wadsworth, IL 60083 | RCDT Number | 34049024004 |
| Superintendent Name | Dr. James Menzer | Superintendent e-mail address | jmenzer@millburn24.net |
| District Phone Number | 847-356-8331 | District Fax Number | 847-356-9722 |
| TIP Contact Name | Joanne Rathunde | TIP Contact e-mail address | jrathunde@millburn24.net |
| TIP Contact Phone Number | 847-356-2888 | TIP Contact Fax Number | 847-356-9722 |

2. Check appropriate line:

 X Original Submission —Check this line if this is the first submission of a 3-year technology plan by your district.

 Amended Submission—Check this line for any resubmission of the plan (returning for peer review, etc)

3. Annual Review – Write the date of the Annual Review of your district's approved 3-year technology plan if there are no major changes to the plan.

The plan was reviewed and evaluated on _____
(month/day/year)

4. Mid Course Correction - Check this line if during your Annual Review you had major changes to the plan. Midcourse Corrections will require a Peer Review of the plan.

Mid course correction was needed yes no

VISION:

State the district's vision and then explain how telecommunications, instructional technology and information technology in instructional and administrative programs support the vision. Incorporate a forward-thinking process which will identify needs that may emerge during or even beyond the life of the technology plan. It should demonstrate that the district has planned for things such as change in funding, student population growth and building construction, expansion, etc, which may occur beyond the life of the plan.

A technology plan's vision may be a separate district vision for technology, or a restatement of the district's strategic vision with an explanation of how the technology plan supports the district vision.

DISTRICT MISSION STATEMENT

In cooperation with our communities, District 24 is committed to efficiently preparing **students** to become productive, responsible members of a changing world by providing a nurturing environment that stimulates a voluntary desire to learn and educational experiences that rigorously promote the **realization of individual potential and excellence in achievement**.

TECHNOLOGY VISION

Technology at Millburn District 24 is a tool that is used to enhance teaching and the learning environment **in order to promote the development of maximum potential in District students. The integration of multimedia, telecommunication, instructional technology and information literacy** are critical components in the process of preparing students, teachers, and the community at large to succeed in a rapidly changing, information centered, global marketplace. Access to such an environment will enlarge the opportunities of students, staff, and community members to use technological tools to research, develop, and engage in projects based upon real-world problems. Such projects will allow experiential learning to extend beyond the walls of the classroom. The Millburn District community must provide the opportunities, tools, and resources necessary to become **life-long engaged learners**.

Vision Explanation

The Millburn community is comprised **of forward thinking parents, staff, and administrators**. A survey of staff, district residents, and students showed that the base of knowledge provided by our current Technology Plan continues to expand. In order for us to maintain our goal of excellence by producing students that have a desire to learn and strive towards becoming responsible members of a changing world, we took a close look at our technology planning in recent years. It became evident that the entire Millburn community has worked very hard (supplying ideas and support) to provide a broad based technology infrastructure within Millburn District. It is our goal to continue to **acquire knowledge of technological advances**, to access those components that blend with the educational/technological goals of our students, and to expand the technology base provided by our district.

The vision statement remains a direct response to stakeholder views and desires. A committee assessed the vision that was written for the 1997 Technology Plan. The committee members who worked on this part of the plan agreed that the vision needed to be revised so that it reflects the changes and **forward movement of the district**. After final completion, the vision was discussed and mutually agreed upon by all members of the Technology Committee.

SECTION 1: DATA AND ANALYSIS:

Part A - Data Collection and Information

A.1 District Report Card

Description: [Link to District 24 State Report Card](#)

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

The Illinois State Report Card from 2004-2005 shows that students from District 24 have a high level of achievement.

- In 2004-2005, 86.6 % of District 24 students met or exceeded Illinois State Learning Standards in overall performance in all state tests.
- Reading scores, on average for grades 3, 5, & 8 showed 83.5% of District students meeting or exceeding state averages.
- In Math for those same grades, 89.4% of District students met or exceeded state standards.
- Upon breaking down the subskills tested in each of the subject areas, some weaknesses can be noted even though those weak areas still exceed state averages.

District Demographics:

| Certified Staff | Years Experience | Bachelor's Degree | Master's Degree or above |
|--------------------|--------------------|-------------------|--------------------------|
| 170 | 10.7 years, avg | 48.9% | 51.1% |
| Student Population | Average Class Size | Low Income Rate | Student to Staff Ratio |
| 1500 | 21.5 | 2.3 | 13:9 |

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

While the State Report Cards do not show any significant deficits, we understand our commitment to **continue to broaden the educational achievement of our students.**

Needs/Gaps

- Reading skills - subtested area of vocabulary was the weakest score
- Math skills in subtested areas of Algebraic Relationships/Representations and Measurement were the lowest scores

The reading gap seems to stem from the need for increased attention to word parts, specifically roots, prefixes, and suffixes.

The math gap exists primarily from needing more hands on practice with measuring instruments. Continued staff training and **curricular technology integration** would help address these deficits.

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

Upon breaking down the subskills tested in each of the subject areas, some weaknesses can be noted even though those weak areas still exceed state averages. Testing results do not show any significant areas of weakness, however there is always room for improvement.

- **Support for reading and math, using as many strategies as available, must be exercised in order to strengthen targeted weaknesses.**
- **Use technology to differentiate instruction for students who do not meet or exceed state standards in reading and math.**

A.2 Other Data

Attributes and challenges of the district and community that have affected student learning

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

Parental Tech Survey – Parents were surveyed in March of 2007

Student Tech Survey **(based on the NETS student survey)** – Students were surveyed in March of 2007

Teacher Tech Survey – Online Next Step Survey was administered in February of 2007

Millburn School District #24 consists of two K-8 public school buildings located in the northernmost part of Lake County, Illinois – Millburn School & Millburn West. Historically, the present district resulted from the combination of several smaller school districts from surrounding rural areas. Due to the development of large portions of farmland within district boundaries, our current student enrollment is 1,633. The projected enrollment by the year 2007/2008 is expected to stay about the same, however, as development is in the planning stages. **Much of the land in the district is family owned farmland and generates very little revenue** for our district. There are very few businesses or industries within the boundaries of our district. Therefore, we depend primarily on state aid, residential taxes, and impact fees to operate and maintain our school. Some businesses are moving into the boundaries of the district at a very slow pace. However, the rate at which student enrollment is increasing far surpasses any financial benefit the district receives from the lagging development of business. While the passing of an April 2004 referenda for a second school helped dispel some of the district's financial burden, it presented another set of challenges. Because the new school is a second K-8 building, the district challenge becomes one of replicating another school atmosphere that mirrors the first including supplies, services, technology, administration, and staff.

District expansion requires the maintenance of levels of teacher guidance that will result in their **strengthening integration of technology into their curriculum**. Currently more than **60% of our students use computers for assignment completion, including using the Internet for finding information**. Expenditures of about **25% of the annual technology budget** includes **subscriptions to United Streaming, Atomic Learning** for both schools and **grade appropriate software** (MicroSoft Office, Inspiration, Kidspiration and others) that will allow the students to **have hands on access to technology** to aid in their learning while using classroom machines. Currently the district provides between 4 – 6 computers for each classroom. Keeping all machines sustainable both in physical maintenance and current with leading edge software continues to be a district challenge. Currently, about **10 – 15 % of the technology budget** is dedicated towards sustainability.

The location of the one of the schools in the District resulted in some very expensive connectivity solutions to maintain adequate connectivity between schools. A DS-3 line was needed to allow enough bandwidth between schools. Wireless was not an option because the remote location of one of the buildings provided no line of sight between campuses. A single T-1 was the only connection to the ICN, resulting in maxed out bandwidth almost daily. A second T-1 was installed and bonded with the first resulting in a 3 MB connection for data.

School, Staff & Community Demographics

The community served by our school district is middle to upper middle class. Our student population is 83.2% white with the remaining racial/ethnic designations of 3.5% Black, 4.4% Hispanic, 7.2% Asian/Pacific Islander, .1% Native American, and 1.8% Multiracial/Ethnic. The district has a population of 2.3% low-income students. Our average attendance rate is 95.2% (2004/05), average class size is 21.5 students, and we currently have three to eight classes per grade level. The average teaching experience of the faculty is 10.7 years with 51.1% of the teachers having a Master's Degree or higher. The pupil to certified staff ratio is 13.9.

Almost 13% of the students receive Special Education services of one kind or another with 5% receiving speech services. Our identified gifted population is at 7%. The school experiences very little truancy (0% for 05/06 and the student mobility rate is moderate at 7.5%. The students are generally well behaved as only 2 students were suspended for 1/2 - 3 consecutive days.

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

The surveys were highly instrumental in accessing the attitudes of faculty, parents, and students regarding technology in education. The parents and the students have a high percentage of computer access (over 95% have home computers). More than 85% of the parents view technology skills as an important element of education and look to the District to provide those skills. Over 50% of the students indicated that they used their home computers primarily for games. At school, more than **60% use computers for assignment completion, including using the Internet for finding information.** Faculty usage level is high as email and computer based grade programs are required as part of their job. In fact, over 75% of the faculty responded that they used technology daily for professional use. The teachers of 4th – 8th grade feel that 70% of their students are technologically savvy. Yet, teachers' ability to design lessons supported with technology resources showed that 50% felt that they are at a beginner level. **This deficiency is monitored/remediated by having the teachers attend at least 2 technologies in education training segments each semester and submitting a brief description of 2 lessons that have involved the integration of technology into their curriculum.** These training segments and subsequent lesson plans not only fulfill efforts to try to fill the gap between faculty and student technology capabilities, but also address the NETS standards for teachers.

The **district continues to maintain small class sizes, and district teachers are highly motivated to obtain higher education** in order to maintain excellent educational standards. In a rural community, this puts parents, administration, teachers, and community in the position of maintaining a budget that will support this level of education on limited revenues. **The current technology appropriates 10% of its annual budget (of approximately \$315,000) to staff development and the same percentage allocated to sustainability.**

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

Needs & Gaps

- There is a gap between student technology capabilities and teacher ability to engage students in curricular activities using technology.

This gap most likely exists because today's students are "wired" for technology as supported by studies from Apple computers – it is a part of their transparent, learned behavior. Most staff members must work hard at attaining technology skills that are directly related to specific software, they do not have an intuitive nature regarding technology. Secondly, many teachers find that in their daily routine trying to seamlessly weave technology (which they must work at, very hard) requires a lot of time. It is not surprising that many elect to opt for using educational strategies that are more in tune with their teaching style and technology based learning is not used as often as it should be.

Additionally, the district not belonging to an incorporated community and the lack of industry and businesses creates financial difficulties. Revenue sources include state aid, residential taxes, and impact fees, which puts constraints on budgeting for district education, including technology expenditures.

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

- **The acquisition of software that directly supports grade level curriculum, differentiation, and increasing student achievement**
- **The district needs to develop strategies that will increase the level of innovative technology and curriculum integration.**
- **Discover creative ways to raise money for technology initiatives.**

Local Assessment Data

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

Local Assessment: Northwest Evaluation Association (NWEA): Measures of Academic Progress (MAP)

- A state-aligned computer adaptive test
 - Measures students' achievement and growth
 - Predicts students who will not meet state standards on the Illinois State Assessment Test (ISAT) for their grade.
- Reading Scores based on fall 2006 MAP results
- On average for grades 3-8 scores show that 83.1% of District students are projected to meet or exceed state averages

Reading ISAT in the spring of 2005

- On average for grades 3-8 scores show that 87.2% of District students are projected to meet or exceed state averages

Math Scores based on Fall 2006 MAP results

on the Math ISAT in the spring of 2006

- Upon breaking down the sub-skills tested in each of the subject areas, some weaknesses can be noted even though those weak areas still exceed state standards.

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

While the results from our Local Assessment Data do not show any significant deficits, we understand our commitment to continue to broaden the educational horizons of our students

Needs/Gaps

Reading Skills – Sub-tests confirm that the following areas are in need of intervention support:

- Word Analysis/Vocabulary in grades 2-3
- Comprehension/Reading Skills in grades 4-5

Math Skills – Sub-tests confirm that the following areas are in need of intervention support:

- Number Sense and measurement in all grades

The reading gap seems to stem from the need for increased attention to word analysis and fluency in grades 2-5

The math gap exists primarily from needing more hands on practice with math facts and measuring tools.

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

Reading: There is a gap between some students' ability to analyze words and vocabulary stems and differentiation support to improve performance in this area and the teachers' ability to engage students in curricular activities that help them gain skills in this area using technology. This gap most likely exists because of several reasons:

- The teachers do not have the time or the ability to provide differentiation and practice skills on multiple levels of ability found in their classroom.
- The district does not have many technology-based programs based on scientific research in fluency and word analysis in its inventory.
- Teachers need training on how to best embed these programs into class learning

Math: There is a gap between some students' ability to compute and manipulate math facts and the teachers' ability to engage students in curricular activities that help them gain skills in this area using technology because to the following reasons:

- The teachers do not have the time or the ability to provide differentiation and practice skills on multiple levels of ability found in their classroom.
- The district does not have many technology-based programs based on scientific research in number sense and measurement in its inventory.
- Teachers need training on how to best embed these programs into class learning.

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

Upon breaking down the sub-skills tested in each of the subject areas during MAP testing, some weaknesses can be noted even though those weak areas still exceed state averages. Testing results do not show any significant areas of weakness, however there is always room for improvement.

- **Support for reading and math, using as many strategies as available, must be exercised in order to strengthen targeted weaknesses.**
- **Use technology to differentiate instruction for students who do not meet or exceed state standards in reading and math.**
- **Acquire software that directly supports grade level curriculum in the areas of need.**
- **Develop strategies that will increase the level of technology and curriculum differentiation.**
- **Discover creative ways to raise money for technology initiatives.**

Educator qualifications and professional growth and development data

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

ISTE: Technology Standards for Teachers
Center for Applied Research in Educational Technology – Topic: Professional Development
Millburn Tech sign up documents – September 06
Millburn Tech attendance records and response sheets – October 06 – March 07
NextSteps Surveys – February 07
District School Report Card 2004 - 2005

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

- Ongoing staff development is addressed through Millburn Tech. Technology classes are offered to all staff members (certified and non-certified) on an ongoing basis throughout the school year. Each class is intended to give attendees the opportunity to develop technological skills and also give strategies that staff can use to weave these technologies into classroom curriculum **thus providing differentiation for students of varied learning modalities**. These classes are designed to help staff members achieve competency of the Illinois Technology Standards for Teachers. Attendance is voluntary and paid by the hour. Typically, classes held at the beginning of the year are well attended with attendance falling off as the school year progresses. Data also shows that classes whose primary target goal is classroom technology integration have a higher attendance than classes whose primary focus is learning specific software.
 - The NextSteps Surveys indicated that faculty usage of technology level is high (75%) for professional purposes. Yet, their ability to design lessons supported with technology resources showed that 50% felt that they are at a beginner level even though most (70%) recognize that their students have well developed technology skills.
 - Research collected in CARET shows that when **salary and equipment incentives are attached to teacher participation** and increased proficiency using technology that national, state and local teacher technology standards are more likely to be met. The District supports this by offering a **Laptops for Teachers Initiative** program as further incentive for the staff to improve **technology literacy for themselves and their students**.
- * Many District teachers are highly motivated to acquire degrees in specialized areas beyond their Bachelor's. The District Report Card shows that more than **50% already have attained at least one advanced degree** and at 15 others are currently in the process. The District has a very **progressive policy** in place that motivates teachers towards higher learning for themselves that results in a **high standard of education for District students**.

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

Millburn Tech has helped create staff members that are highly motivated, more confident, and seek training.

- Gap: Not all students are getting the same opportunities because of the inconsistency of teacher approaches and skill level.

Research has shown: **To use technology effectively, teachers must understand how its use fits into the larger curriculum and institutional framework.** (Source: www.wested.org/cs/we/view/rs/619) As part of the technology staff development program, **teachers need to be educated in how to become facilitators, guides, and co-learners so that students can assume more responsibility for their own learning.** Information technology must be utilized by our teachers to **create explorers, questioners, and producers of new ideas and products** and **also provide the differentiation needed to support all students, regardless of their learning style.** The district **Laptops for Teacher Initiative** has helped the teachers meet most of the national, state and local teacher technology standards, but they are lacking in the area of Illinois Standard 3 – Application of Technology in Instruction. Attendance to Millburn Tech classes falls off through out the year is an indication that time management is a variable that affects teachers' ability to implement many of the things they have learned.

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

- **We will continue to bring all teachers to a level of competency in order to provide students with equitable access to learning opportunities involving technology tools and integration.**
- **Our next step is to move towards having the staff seamlessly integrate what they have learned from attaining advanced degrees and attending certified classes into their curriculum, thus encouraging the development of technologically advanced students and raising student achievement.**
- **Develop a Summer School for Teachers to allow staff members to receive training in the development of innovative curricular activities involving technology in order to promote differentiated student achievement.**

Parent / Community Involvement Data

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

Data Sources:

- Parental Technology Survey – 03/07
- March Madness Auction Item Donation Records – annual event each March
- Earobic Student Records – on going September 06 – May 07
- www.millburn24.net
- Parental consent forms for Planet K12 (distributed 02/07)
- Grant #08-5387 Category LINCC (Libraries: **Innovate, Create, Collaborate**) Title: Capturing Stories in the Back Yard Partners: Lake Villa Public Library, Bonner Heritage Farm (Lake Co. Forest Preserves) Village at Victory Lake (Assisted and Independent Living) – in the process of being written 4/07
- Student Attendance Data – 2004/2005

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

More than 95 % of District student attend daily, and parents have strong expectations regarding the available technology for their students as evidenced by the Parental Technology Surveys. They also have **high expectations about the kinds of technological skills that they desire for their children** to acquire. The community continues to support District student achievement through fundraising activities, with some of the proceeds being designated for technology acquisition. Additionally, the community stakeholders show their support through voluntary participation in technology based curricular support programs such as Earobics. The District strives to make technology connections with the community as well. The LRC directors also support community involvement in applying for grant-funded programs such as **Outreach to the Elderly**, which has strong technology components.

The District website has undergone significant changes due to the addition of a second school. These changes represent a source of community involvement as it provides a spot for fundraising activities to post their information. The website provides a **source for communication between school, home, and the community**. Parents can keep themselves apprised of the daily school activities, deadlines, and community activities that relate to the school by accessing the web site. Local Public Libraries are connected to our district through a link on our web site. **This link provides our learners access not only to our local libraries, but also to the resources of over 600 academic, public, and special libraries in Northeastern Illinois** through the North Suburban Library System. They can also connect to **K12 Planet in order to check their child's academic progress**. These technologies are collaborative projects of district staff, parents and community stakeholders. Together, they help the District **and parents guide their child's educational successes**.

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

Need/Gap

- Due to the expansion of the district to more than one school, the **website** has had to expand from a building only site to having to **add sections that allow communication regarding each individual school in the district**. This site expansion is still in its infancy and further development is needed.
- Millburn is largely a “bedroom” community, with only minor business activity. A good portion of the District lies in unincorporated county property and therefore public libraries and/or park districts are aligned more closely to other, larger, neighboring communities. Trying to organize widespread community support (outside of parents) proves to be difficult under these circumstances.

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

- **Continued support of community/parental groups and their participation in activities designed to financially or physically sustain measures that will enhance student achievement.**
- **Develop innovative technology initiatives that will provide District, community, & parental communication that strengthens the educational climate of the district.**
- **Continue development of the district website to include comprehensive information about each school in order to improve stakeholder involvement with the education of district students.**

A.3 Technology Deployment Data

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

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

Data Sources:

1. Hardware/Software Inventories
2. Surveys
3. Equipment Purchases
4. Hardware Analysis and Infrastructure Design (available upon request)
5. School Improvement Plans: District and Building Level
6. District Technology Budget Analysis
7. Equipment Checkout Logs from LRC

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

Evaluation of data sources reveals the current reality:

1. All classrooms are equipped with Internet capable machines; some which are in need of replacement.
2. Repair and maintenance logs reveal older machines with a rising TCO, which should be replaced.
3. Wiring infrastructure reveals a need for increased bandwidth for data coming into the school.
4. Software inventories reveal inadequate software licenses for instructional support in the classroom.
5. Software inventories and administrative team meetings reveal inadequate adaptive technology resources.
6. Hardware inventories and check out records indicate a need for additional video cameras and LCD projectors.
7. Telecommunication hardware: 2 T1's coming into the building, and a DS-3 circuit between schools
8. Every classroom is equipped with a telephone.
9. Each staff member has an email account which is managed and filtered for SPAM

Currently, Millburn District 24 has two buildings and 5 computer labs, all of which are equipped with at least 30 networked iMac computers. Our Learning Resource Centers contain at least 45 workstations available for individual and/or group instructional purposes. We have 4 mobile labs containing at least 25 iBooks. Additionally, both buildings are networked and every classroom is equipped with at least four workstations with full time Internet access. Both schools also have wireless networks at a speed of 54 Mb with 100% coverage throughout the building. **Each teacher is provided a laptop with wireless connectivity.** Strategically installed throughout each building are numerous networked laser printers including at least 15 color. Also available for teacher and classroom use are numerous digital cameras, video cameras, scanners, LCD projectors, and appropriate peripherals to support the use of each technology. In addition to hardware supply, we also provide **educational software for curricular integration** as well as productivity software for students and staff. The amount of technology in our district, is better than adequate for a district our size with our financial resources. However, providing ubiquitous access for all learners continues to be a challenge to be attained because much of the technology in our district was purchased at the same time and is rapidly aging. This presents a sizeable financial burden in the near future because we are committed to maintaining our goal of providing technological excellence for all constituents.

An identifiable gap lies in the continued strengthening of the infrastructure to allow for reliable ubiquitous access to all students and teachers in our district. We need to continue to acquire and maintain hardware, which will adequately meet our needs in support of our vision. In addition, a very limited hardware/software budget makes it difficult to maintain state-of-the-art environments in both schools. Strategies for attaining funds necessary to accomplish the objectives stated in our vision must be seriously addressed.

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

Need & Gaps

- The amount of aging machines in classrooms is high due to the acquisition of large numbers of machines at the same time. Additionally, the district purchased hardware versus investigating leasing options.
- Budget constraints and a rapidly growing district made it difficult to upgrade hardware as frequently as desired. Additionally, acquiring additional software licensing was also limited by budget.
- The addition of a second school resulted in an increased need for bandwidth as it is maxed out 95% of the time.
- The need for acquiring additional presentation solutions for teachers is a direct result of providing technology solutions such as United Streaming that directly ties to instructional practices.

In order to provide, on an on-going basis, modern facilities for our learners, a systematic plan for maintenance and expansion of technological facilities must continue. To do so, we must recognize that technology changes rapidly, and therefore we must **commit to the acquisition of equipment and software so our learners can compete in a society that demands technological literacy.** We realize, however, that many aspects of this plan are contingent upon local, state, and federal programs. Without grants and partnerships with the community, our plan could not be quite as wide in scope. Upon completion of this plan, District #24 must make every effort to attain funding and partnerships on a consistent and on-going basis.

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

- Millburn District 24 is committed to providing state of the art learning environments including hardware, software, training, and support that will effectively raise student achievement.**
- The district needs to develop and maintain and budget for a plan allowing us to acquire and sustain state of the art technology.**

Part B. Data Analysis—(Meta-Analysis Section)

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

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

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

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

- B. 1** Copy and paste the **conclusions** identified in the Conclusions boxes from A.1, A.2 and A.3. The work done and **conclusions** drawn in A.1, A.2 and A.3 will lead to the development of your strategies in your Action Plan in support of the objective.

A.1 District Report Card: [Link to District 24 State Report Card](#)

- Support for reading and math, using as many strategies as available, must be exercised in order to strengthen targeted weaknesses.
- Use technology to differentiate instruction for students who do not meet or exceed state standards in reading and math.

A.2 Other Data:

Attributes and Challenges

- The acquisition of software that directly supports grade level curriculum.
- The district needs to develop strategies that will increase the level of technology and curriculum integration.
- Discover creative ways to raise money for technology initiatives.

Local Assessment

- Support for reading and math, using as many strategies as available, must be exercised in order to strengthen targeted weaknesses.
- Use technology to differentiate instruction for students who do not meet or exceed state standards in reading and math.
- Acquire software that directly supports grade level curriculum in the areas of need.
- Develop strategies that will increase the level of technology and curriculum differentiation.
- Discover creative ways to raise money for technology initiatives.

Educator qualifications and professional growth

- We will continue to bring all teachers to a level of competency in order to provide students with equitable access to learning opportunities involving technology tools and integration.
- Our next step is to move towards having the staff seamlessly integrate what they have learned into their curriculum, thus encouraging the development of technologically advanced students.
- Develop a Summer School for Teachers to allow staff members to receive training in the development of innovative curricular activities involving technology in order to promote differentiated student achievement.

Parental/Community Involvement

- Continued support of community/parental groups and their participation in activities designed to financially or physically sustain measures that will enhance student achievement.
- Develop technology initiatives that will provide District, community, & parental communication that strengthens the educational climate of the district.
- Continue development of the individual school portions of the district website to improve stakeholder involvement with the education of district students.

A.3 Deployment and Sustainability

- Millburn District 24 is committed to providing state of the art learning environments including hardware, software, training, and support that will effectively raise student achievement.
- The district needs to develop and maintain and budget for a plan allowing us to acquire and sustain state of the art technology.

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

1) While the results from our Local Assessment Data (NWEA-Northwest Evaluation Association) and State Report Cards do not show any significant deficits **(86.6 % of District 24 students met or exceeded Illinois State Learning Standards in overall performance in all state tests)** we understand our commitment to continue to broaden the educational horizons of our students. Upon breaking down the sub-skills tested in each of the subject areas during MAP testing as well as ISAT testing, some weaknesses can be noted **(Reading skills subtested showed the area of vocabulary was the weakest score Math skills in subtested areas of Algebraic Relationships/Representations and Measurement were the lowest scores)** even though those weak areas still exceed state averages. Testing results do not show any significant areas of weakness, however there is always room for improvement.

2) The key factors that **address the achievement** of Millburn 24 students are: **dedicated and involved parents, forward thinking administration** capable of creative educational financing (including technology), **student centered staff members** and a **high yet attainable level of expectation, strong discipline policy, and an overall commitment to excellence.**

3) Prevailing Conclusions:

- **Raising student achievement within a learning environment that addresses the whole child is of highest priority.**
- **District 24 investigates and utilizes appropriate resources that enhance instruction and raise student achievement.**

OBJECTIVE 1: *State of the art technology tools, services, and support will be used by all students, administration, teachers, and staff in District 24 to enhance delivery of instruction and content of curriculum to raise student achievement from 86.6% in overall performance to a minimum of 88% as evidenced by NWEA and ISAT scores during the next three years.*

SECTION II: ACTION PLAN

Complete the Action Plan and Budget Template for Tech Plan. xls for Section II Parts A-E.

Part F. Monitoring Process (This section may be duplicated as often as needed)

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

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

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

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

Information within this section should:

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

The district currently employs a Director of Technology, Technology Integration Coordinator/Assistant, and a half time Technology Assistant. There are also 2.5 Technology Teachers shared between both schools. Additionally, the district contracts time with a Network Specialist/Technician to help with the infrastructure upgrades and changes. The technology staff will **Stakeholders will be continually involved** in assessing the progress of this plan through on going meetings and periodic surveys. The indicators that show progress towards the objective will be increased student scores, positive survey results, and grade level team meeting minutes. The frequency of evaluation will be ongoing.

The Technology Integration Coordinator will work with classroom teachers and LRC directors to **secure the integration of technology into curriculum and instruction**. This person will attend grade level meetings or meet with staff members as needed to review curriculum content and find ways to **enhance instruction with appropriate technology tools**. This in turn will increase the ability of teachers to teach and **enable students to reach challenging state academic standards**.

| Monitoring Tools | Progress Indicators | Evaluation Frequency | Person (s) Responsible |
|--|---|-----------------------------|---|
| Growth Charts for vocabulary and reading fluency and comprehension | Teachers will submit status charts showing improvement in targeted areas | Quarterly | Curriculum Director, Dr. Cheryl Kucera |
| Communication links to parents | Educational links on district web site available for use at home. | Semester | District Level Technologist, Chris Griesheimer |
| Teacher generated technology enriched lesson plans | Lesson plans will be posted on grade level web sites and lessons will be implemented in the classroom | Quarterly | District Level Technologist, Chris Griesheimer Building Level Technologist, Carine Lancaster |
| Maintenance of software licenses, online resource subscriptions, inventories of technology tools | Contracts and subscriptions renewed annually and technology inventories maintained and analyzed | Yearly | Technology Director, Joanne Rathunde |
| Continued evaluation of plan effectiveness through evaluation of testing results | Achievement scores in targeted areas will improve | Yearly | Technology Director, Joanne Rathunde Curriculum Director, Dr, Cheryl Kucera |

F.2 Designate the name and role of the person (e.g., Karen Smith, assistant principal) overseeing the objective(s).

Joanne Rathunde, Director of Technology

SECTION III: PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

Part A - Description of Stakeholder Involvement:

Using a narrative, describe specifically how stakeholders (including parents, school staff and others) have been consulted in the development or revision of the plan. Also describe how the adult literacy service providers and public libraries were consulted when preparing this plan. (If no adult literacy service provider or library exists, please explain your attempts at locating these entities within your narrative.)

The preparation of this 3-year district technology plan was made possible through the vision and dedication of the Millburn District Technology Committee. This technology leadership team consists of representatives from administration, parents, staff, and community members. The team brought the project to completion after months of dedicated and tedious work. This plan is a “living document” which is meant to be reviewed and enhanced by the designated stakeholders on an annual basis through various measurement instruments. Ongoing updates will be made in the planning process as current technologies change and as additional funding becomes available. The plan focuses on preparing learners to meet the challenges of an increasingly technologically advanced society, to provide all students the opportunity to become fully functioning and contributing members of our society.

In November of 2006, staff, parents, and administrators were invited to serve on the Technology Planning Committee. The intended purpose of the invitation was to reach the goal of revising and submitting a completed 3-year TIP by the April 15th, 2007 deadline. Interest was adequate and everyone who volunteered to serve on the committee was invited to attend the first meeting, which was held in January of 2007. The committee was comprised of community members, parents, administrators, and teachers. The committee included Randee Hudson and Mary Lou McClain, district librarians, Geneen Hoetzer, community member and teacher at both schools, Karissa Berg, science teacher at Millburn School, Sammi Harpke, reading teacher at Millburn School, Carine Lancaster, Technology Assistant and technology teacher at Millburn West, Bethanie Hopma and Annie Tschanz, technology teachers at both schools, Cathy Duffy, social studies teacher at Millburn School, Cheryl Kucera, Director of Curriculum, Laura Clark and Michael Goldberg, 3rd grade teachers at Millburn School, Shannon Bonner, 5th grade teacher at Millburn School, Bobbi Jindra, community member and 6th Grade teacher at Millburn School, Renee Klaus, community member and 3rd grade teacher at Millburn West, Barbara Kreamer, community member, parent, and 5th grade teacher at Millburn West, Suzanne Dekorsi, community member, parent, and 3rd grade teacher at Millburn West, Dawn Evert, 4th grade teacher at Millburn School, Jason Lind, principal at Millburn School, Jake Jorgenson, principal at Millburn West, Elizabeth Keefe, Director of Special Services, and Chris Griesheimer, Technology Integration Facilitator for the district.

The Millburn District presently has two schools. One is located in the village of Old Mill Creek with a mailing address of Wadsworth. The other is located in the village of Lindenhurst. None of the aforementioned communities is supported by its own public library. However, partnerships with two local public libraries have been established. On February 21st, the directors of both of these local libraries were invited to be a part of the development process of this plan. Mr. Watson, the Director of the Lake Villa Library and District liaison for adult literacy programs such as Outreach to the Elderly responded positively and stated that if our meetings fit into his schedule, he'd be happy to oblige. No response was received from the Warren Newport.

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

Copy and paste the sections of "board adopted" policy that relates to Internet Safety and address CIPA requirements.
THIS IS NOT YOUR AUP or HANDBOOK

Access to Electronic Networks

Electronic networks, including the Internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent or designee shall develop an implementation plan for this policy and appoint a system administrator.

The School District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum

The use of the District's electronic networks shall (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic network must be (1) in support of education and/or research, and be in furtherance of the Board of Education's stated goal, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic network or District computers. General rules for behavior and communications apply when using electronic networks. The District's *Authorization for Electronic Network Access* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Limiting student access to inappropriate matter as well as restricting access to harmful materials;
2. Student safety and security when using electronic communications;
3. Limiting unauthorized access, including "hacking" and other unlawful activities; and
4. Limiting unauthorized disclosure, use, and dissemination of personal identification information.

Authorization for Electronic Network Access

Each staff member must sign the District's *Authorization for Electronic Network Access* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

All users of the District's computers and means of Internet access shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the *Authorization for Electronic Network Access*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.: Children's Internet Protection Act, P.L. 106-554.
20 U.S.C § 6801 et seq.
47 U.S.C. § 254(h) and (l).
720 ILCS 135/0.01.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright for Publication or Sale of Instructional Materials and Computer Programs Developed by Employees), 6:40 (Curriculum Development), 6:210 (Instructional Materials), 6:230 (Learning Resource Center), 6:260 (Complaints about Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Publications)

ADOPTED: May 20, 2002 – The above was copied directly out of MCCSD 24 Board Manual, and pasted into this document. The only thing we can see missing is the Board Policy Number which is: 6:235 with the adoption date listed here.

CERTIFICATION AND ASSURANCES

Plans submitted electronically shall be deemed to be executed by the superintendent on behalf of the district.

ASSURANCES

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116 (c)(7)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving the schools is founded on scientifically based research (NCLB, Section 1116(b)(4)(C) as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and Performance Descriptors and reflect the alignment of curricula, instruction, and assessment with the Illinois Learning Standards and, if applicable, with the Illinois English Language Proficiency Standards.
4. The district will spend at least 25 percent of the funds made available under Title II-D of NCLB, for the purpose of providing high-quality professional development in the integration of advanced technologies including emerging technologies, into curricula and instruction.
5. The district has complied with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. 254(h) and (l).