

Submitted	02/25/2008
Plan Resubmitted	04/21/2008
Pending ISBE action	06/05/2008
ISBE Approved	06/05/2008

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 District Information
 

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## 1. District Information

District Name:	MUNDELEIN CONS HSD 120	District Address:	1350 W HAWLEY ST
City/State/Zip:	MUNDELEIN,IL,60060 1519	RCDT Number:	340491200130000
Superintendent:	JOHN BARBINI	Superintendent Email:	akroll@mhs.k12.il.us
District Phone:	8479492200	District Fax:	8479494756
TIP Contact Name:	ROBERT JOHNSON SR	TIP Contact Email:	rjohnsonsr@mhs.k12.il.us
TIP Contact Phone:	8479492200	TIP Contact Fax:	8479494756

## 2. Submission Type

- Original Submission – Check this line if this is the first submission of the technology plan by your district.
- Amended Submission – Check this line for any resubmission of the plan (returning for peer review, etc).

## 3. Mid-course Correction

The plan was reviewed and evaluated on

Mid-course correction was needed?  Yes  No

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### Vision Statement

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

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

**Please Note:** All supporting documents for the Mundelein High School District 120 Technology Plan may be accessed by following the link below.

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html>

#### [Mundelein High School Technology Vision Statement](#)

The purpose of technology at Mundelein High School is to support and enhance teaching and learning and to positively impact student achievement. The MHS community of learners will be enabled by technology to solve problems, communicate information, improve their personal performance, develop the ability to collaborate, and gain the critical and abstract thinking skills necessary to become self-directed, lifelong learners and contributing members of their communities and our ever-changing global society.

**To achieve this vision all students and staff will:**

- use technology, including telecommunications, instructional and informational technology, to structure inquiries; solve problems; and gather, synthesize, organize, compose, validate, and communicate information,
- manage technology, including telecommunications, instructional and informational technology, by making creative, productive, and efficient technology choices for the task at hand,
- understand technology, including telecommunications, instructional and informational technology, and reflect upon the ethics and impact of their use, synthesizing new insights and making well-considered decisions as technologies evolve.

**To achieve this vision, the efforts of the school and its staff will be directed by the following assumptions:**

- that informational technology and instructional technology will be integrated into, and become one of the means to accomplish the goals of all curricula;
- that integration of technology be founded on research-based, forward thinking instructional philosophies and practices;
- that equitable access to appropriate technology be provided;

- that instructional technology focuses on new technologies, the collaborations they engender (among students and between faculty and students), and how they can promote or deepen student learning;
- that creative funding will be pursued to meet the needs of the student population and building construction and/or expansion;
- that shared responsibility with and use by the community be part of all planning;
- that professional development supports be made available to all staff; and
- that school-level implementation plans be developed to address the changing school environment and student population, funding and technological needs

Section I A. Data & Analysis – Report Card Data  
Item 1– 2007 AYP Report

Is this District making Adequate Yearly Progress (AYP)?	No	Has this District been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	No	2007-08 Federal Improvement Status	District Improvement
Is this District making AYP in Mathematics?	No	2007-08 State Improvement Status	Academic Watch Status

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	99.2	Yes	99.2	Yes	50.3		No	54.5		Yes			95.1	Yes
White	99.1	Yes	99.1	Yes	61.1		Yes	64.4		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes	20.5	40.0	No	26.8	33.1	No			86.6	
Asian/Pacific Islander														
Native American														

Multiracial/Ethnic													
LEP													
Students with Disabilities	97.5	Yes	97.5	Yes	24.6	36.8	No	23.2	36.8	No		93.2	
Economically Disadvantaged	99.0	Yes	99.0	Yes	25.5	44.3	No	28.7	37.5	No		92.5	

**Four Conditions Are Required For Making Adequate Yearly Progress (AYP)**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2006.

\*\* Safe Harbor Targets of 55.0% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Section I A. Data & Analysis – Report Card Data  
Item 2 – 2007 AMAO Report

Is this district meeting Annual Measurable Achievement Objectives (AMAO) ? **No**

English Proficiency Test Type : ACCESS for ELLs

Minimum Target :

Attaining English Language Proficiency Target	Making Progress in English Target	Criterion 3: AYP-LEP Subgroup						Is this district meeting English Proficiency target?	No
		AYP-Participation Rate		AYP-Percent Meeting/Exceeding		AYP-Other Indicators percent			
		Reading	Mathematics	Reading	Mathematics	Attendance	Graduations	Is this district meeting Progress in English Target?	Yes
10.0	85.0	95.0	95.0	55.0	55.0	90.0	72.0	Is this district meeting AYP for LEP Subgroup target?	

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES(AMAO) PERFORMANCE					
Criterion 1: Attaining Proficiency			Criterion 2: Making Progress in English		
Total Number of Students Tested	Number Attaining Proficiency	Percent Attaining Proficiency	Total Number of Students Tested	Number Making Progress	Percent Making Progress
147	11	7.5	63	47	74.6

There are no AMAO Status determinations for AMAO-Attaining Proficiency (Criterion 1) and AMAO-Progress (Criterion 2) if there are less than 30 students tested. A 95% confidence interval was applied to calculations of Criteria 1 and 2.

Criterion 3: Adequate Yearly Progress (AYP for LEP Subgroup)											
Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators (When Safe Harbor is Applied)	
Reading		Mathematics		Reading			Mathematics			Attendance Rate	Graduation Rate
%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP		

Three Conditions Are Required For Making Adequate Yearly Progress (AYP) for LEP Subgroup

1. At least 95.0% tested for Reading and Mathematics for the LEP Subgroup. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 55.0% Meeting/Exceeding Standards for Reading and Mathematics for the LEP subgroup. For LEP subgroup under the 55.0% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.
3. At least 90.0% Attendance Rate for elementary school districts or at least 72.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

AYP for LEP subgroup includes only students enrolled as of 5/1/06.

Safe Harbor Targets of 55.0% or above are not printed

LEP Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.



Section I A. Data & Analysis – Report Card Data  
Item 3 – District Information

District Information								
	2000	2001	2002	2003	2004	2005	2006	2007
Attendance Rate (%)	90.4	93.0	92.9	94.1	94.4	94.1	93.0	94.3
Truancy Rate (%)	2.4	2.9	0.1	2.0	3.5	2.8	5.2	5.6
Mobility Rate (%)	8.5	10.7	5.4	2.8	6.1	7.3	9.6	11.9
HS Graduation Rate, if applicable (%)	83.6	87.4	66.2	92.5	83.4	88.9	92.5	95.1
HS Dropout Rate, if applicable (%)	3.3	2.8	2.1	0.6	3.6	2.0	3.0	3.7
District Population (#)	1,826	2,003	1,962	1,972	2,078	2,093	2,269	2,286
Low Income (%)	9.8	9.8	11.5	17.4	20.5	23.9	24.5	21.2
Limited English Proficient (LEP) (%)	4.3	6.2	5.4	7.8	8.4	3.1	1.0	3.3
Students with Disabilities (%)	-	-	-	-	-	-	-	-
White, non-Hispanic (%)	69.8	67.8	67.6	67.8	67.5	63.2	63.0	60.8
Black, non-Hispanic (%)	3.2	3.0	2.4	1.8	1.3	1.9	3.0	3.2
Hispanic (%)	22.1	24.4	24.8	25.2	26.1	26.8	26.5	28.7
Asian/Pacific Islander (%)	4.7	4.7	5.1	5.1	5.1	6.0	5.4	6.0
Native American or Alaskan Native(%)	0.2	0.0	0.1	0.1	0.1	0.2	0.1	0.1
Multiracial/Ethnic (%)	-	-	-	-	-	1.9	2.0	1.0

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A. Data & Analysis – Report Card Data  
Item 4 – Student Race/Ethnicity

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	69.8	3.2	22.1	4.7	0.2	-
	2001	67.8	3.0	24.4	4.7	0	-
	2002	67.6	2.4	24.8	5.1	0.1	-
	2003	67.8	1.8	25.2	5.1	0.1	-
	2004	67.5	1.3	26.1	5.1	0.1	-
	2005	63.2	1.9	26.8	6.0	0.2	1.9
	2006	63.0	3.0	26.5	5.4	0.1	2.0
	2007	60.8	3.2	28.7	6.0	0.1	1.0
	2008	60.6	3.6	28.2	5.7	0.5	1.4
	2009	57.8	2.9	30.8	5.8	0.2	2.5
2010	56.2	2.7	32.5	5.2	0	3.4	
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5
2010	52.8	18.8	21.1	4.2	0.2	2.9	

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I A. Data & Analysis – Report Card Data  
Item 5 – Education Environment

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	2000	4.3	9.8	91.8	90.4	8.5	45	2.4	3.3	83.6
	2001	6.2	9.8	82.0	93.0	10.7	52	2.9	2.8	87.4
	2002	5.4	11.5	81.0	92.9	5.4	2	0.1	2.1	66.2
	2003	7.8	17.4	83.2	94.1	2.8	38	2.0	0.6	92.5
	2004	8.4	20.5	85.0	94.4	6.1	70	3.5	3.6	83.4
	2005	3.1	23.9	98.0	94.1	7.3	59	2.8	2.0	88.9
	2006	1.0	24.5	98.0	93.0	9.6	116	5.2	3.0	92.5
	2007	3.3	21.2	98.4	94.3	11.9	126	5.6	3.7	95.1
	2008	3.5	18.8	85.1	93.1	11.0	56	2.5	3.2	91.0
	2009	3.6	24.2	98.3	94.3	8.8	51	2.2	2.4	88.1
2010	2.5	25.6	100.0	94.4	12.2	25	1.1	2.5	89.9	
S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8	

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I A. Data & Analysis – Report Card Data  
Item 6 – Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2000	1,826	-	-	-	-	-	-
	2001	2,003	-	-	-	-	-	380
	2002	1,962	-	-	-	-	-	451
	2003	1,972	-	-	-	-	-	492
	2004	2,078	-	-	-	-	-	468
	2005	2,093	-	-	-	-	-	520
	2006	2,269	-	-	-	-	-	577
	2007	2,286	-	-	-	-	-	536
	2008	2,260	-	-	-	-	-	565
	2009	2,222	-	-	-	-	-	514
2010	2,203	-	-	-	-	-	543	
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822
2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919	

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I A. Data & Analysis – Report Card Data  
Item 7 – Educator Data

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	112	13	57,047	37	63	-	18	0	0
	2001	122	12	60,451	36	64	-	19	0	0
	2002	122	12	61,069	32	68	-	18	0	0
	2003	118	13	66,150	27	73	-	19	0	1
	2004	117	13	71,548	25	75	-	20	0	0
	2005	120	13	72,678	25	75	-	20	0	8
	2006	103	14	77,100	23	77	-	25	0	0
	2007	113	14	79,455	18	82	-	23	2	0
	2008	122	14	79,285	24	76	-	22	0	0
	2009	127	14	81,705	23	77	-	20	0	0
2010	120	14	83,101	23	77	-	21	0	0	
S T A T E	2000	122,671	15	45,766	53	47	19	18	0	0
	2001	125,735	14	47,929	54	46	19	18	0	0
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	12	61,402	44	56	18	18	1	1
2010	132,502	13	63,296	42	57	18	18	0	1	

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I A. Data & Analysis – Report Card Data  
Item 8a – Assessment Data (Reading)

[Note: for High Schools, High School Districts, or Unit Districts Only]

PSAE - % Meets & Exceeds Reading grade 11

Groups	2002	2003	2004	2005	2006	2007
<b>AYP Benchmark % Meets + Exceeds</b>	-	40.0	40.0	47.5	47.5	55.0
All	64.7	56.1	57.8	57.4	59.7	49.9
White	70.8	65.1	68.6	67.4	65.4	61.3
Black	42.8	59.1	55.0	46.2	47.1	23.1
Hispanic	42.9	29.2	23.8	23.7	28.0	14.5
Asian/Pacific Islander	-	-	40.0	61.1	79.3	52.6
Native American	33.3	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	84.6	-
LEP	-	-	-	-	-	-
Students with Disabilities	18.2	11.5	18.8	11.6	18.8	22.7
Low Income	40.7	23.9	24.5	33.9	34.8	18.5

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I A. Data & Analysis – Report Card Data  
Item 8b – Assessment Data (Mathematics)

[Note: for High Schools, High School Districts, or Unit Districts Only]

PSAE - % Meets & Exceeds Mathematics grade 11

Groups	2002	2003	2004	2005	2006	2007
AYP Benchmark % Meets + Exceeds	-	40.0	40.0	47.5	47.5	55.0
All	65.5	55.4	55.3	56.0	57.9	55.1
White	71.5	63.8	65.1	66.4	64.9	64.5
Black	61.9	63.6	60.0	23.1	41.2	23.1
Hispanic	38.8	27.0	20.2	21.6	23.2	24.8
Asian/Pacific Islander	-	-	53.3	72.3	82.8	60.5
Native American	16.7	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	61.6	-
LEP	-	-	-	-	-	-
Students with Disabilities	21.2	15.1	12.5	11.6	18.4	22.7
Low Income	55.6	32.6	22.4	25.0	29.5	27.1

Note: Hyphens in the table indicate that data is not relevant for your plan.

## Section I A. Data &amp; Analysis – Report Card Data

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

### Report Card Data

District Report Card can be found at the following link:

<http://www.mundeleinmustangs.com/Academics/ReportCard.html>

Data Summary **Assessment** - Mundelein High School District 120

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#IDataAnalysis> (Please refer to website for summary charts and graphs)

**2007 student data indicates the following:**

#### **AYP of MHS students**

1. The aggregate "All" student group did not meet AYP in Reading.
2. The Hispanic, Students with Disabilities, and Economically Disadvantaged subgroups did not meet AYP for Reading or Mathematics.

#### **Within the Assessment Data for Reading:**

1. The % of Meets + Exceeds scores in the "All" group dropped ~10%.
2. The % of Meets + Exceeds scores in the "Hispanic" subgroup dropped ~14%.
3. The % of Meets + Exceeds scores in the "Economically Disadvantaged" subgroup dropped ~16%.
4. The % of Meets + Exceeds scores in the "Black" and "Asian/Pacific Islander" subgroups (>45 students) dropped ~24% and 26% respectively.
5. The % of Meets + Exceeds scores in the "White" subgroup remained flat (change less than 5%)

#### **Within the Assessment Data for Mathematics:**

1. The % of Meets + Exceeds scores in the "All", "White", "Hispanic", "Students with Disabilities", and "Economically Disadvantaged" subgroups remained flat (change less than 5%)
2. The % of Meets + Exceeds scores in the "Black" and "Asian/Pacific Islander" subgroups (>45 students) dropped ~18% and 22% respectively.

#### **Assessment Data Analysis:**

AYP of MHS students

1. The aggregate "All" student group did not meet AYP in Reading.



2. The Hispanic, Students with Disabilities, and Economically Disadvantaged subgroups did not meet AYP for Reading or Mathematics.

**Basic District Information Summary:**

The Village of Mundelein is located in Central Lake County, Illinois, 35 miles northwest of downtown Chicago. It has six private and public sender schools from communities within the townships of Fremont, Libertyville and Vernon Hills, and covers a 36 square mile area. School population is 2,286.

Approximately

61% of the students are Caucasian

3% of the students are Black

29% of the students are Hispanic

6% of the students are Asian

The remaining 1% of the students are Native American/Multi-racial

The majority of the student population is Caucasian.

**Student Population Chart**

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#IDataAnalysis>

21.2% of our students are economically disadvantaged. That percentage has dropped from 24.5% in 2005-2006.

**Attendance Rate Chart**

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#IDataAnalysis>

Drop out rate is 3.7%. Truancy rate is 5.6%. Both have increased from 3.0% and 5.2% respectively from the 2005-2006 school year.

Our mobility is rate is 11.9%. This has increased each year since 2002.

Parent Contact rate is above state average and considered to be very high. Parent and community involvement is good as the school is the hub of the community.

**Basic District Information Analysis:**

The majority of the student population is Caucasian with 29% Hispanic. 21.2% of our students are economically disadvantaged. This rate has decreased over the past year. Our dropout rate has increased over the past three years and truancy rate is 5.6%. The student population is growing.

**Educator Data Summary:**

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Mundelein High School District 120 is staffed by highly-qualified, well-trained and educated, experienced teachers. Only highly qualified teachers are hired. MHS has 113 FTE with an average of 14 years of experience. 82% have a master's degree or higher. There are 29.875 classified/support staff. There are 3 district administrators, 8 department chairs, 2 dean of students, and 2 district superintendents.

Pupil/teacher ratio is 23.1. Pupil-staff and pupil administrator rate is above state average.

**Educator Date Analysis:**

Our teaching staff is highly qualified and over eighty percent have master's degrees. The teaching staff have a average of 14 years experience. A major concern is the high pupil-staff, pupil-administrator ratio which is higher than the state average.

**Key Factors - The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the goals and strategies in this plan.**

**Key Factors**

Contributing factors to the lack of AYP progress at MHS are the following:

- 1. Reading:** There has not been any reading curriculum or supported intervention present in the District for students entering the District identified with lower reading skills or reading disabilities.
- 2. Reading:** There has not been an expressed literacy (reading and writing) component across the curriculum in content areas for all students.
- 3. Mathematics:** There has been no intervention curriculum or intervention instruction for struggling students has not been existent.
- 4. Mathematics:** All general education students have been mandated to take the same level of core math courses: Algebra I, Algebra II, and Geometry. Leveled or ability level grouping in math courses have not been offered.
- 5. Reading and Mathematics:** Curriculum of Special Education, self-contained courses have not guaranteed the same curricular learning objectives as general education, inclusion courses.

**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.**

**Conclusion:**

Key areas of concern for Mundelein High School are Reading and Mathematics for every subgroup.

Specific focus on reading and mathematics instruction and intervention is needed to bring student subgroups up to AYP state standards.

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**Section I B. Data & Analysis – Local Assessment Data**

**Description - Provide a description of other data collected during the development of the Action Plan. It may include existing data considered in the writing of this plan. This is a list of tools and, where 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.**

**Attributes and Challenges Data**

District and community data that has affected student learning

**Tools Used**

**Mundelein High School Long-Range Plan**, 2006-present

<http://www.mundeleinmustangs.com/LongRangePlan/index.html>

**M-PACT**, 2007-present

<http://www.mundeleinmustangs.com/M-PACT/index.html>

**Staff Technology Survey**, 2007

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Section1b>

**Student Technology Survey**, grades 9-12 in all English classes term 3 of 2007

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Section1b>

**PSAE**, grade 11, tested annually

<http://iirc.niu.edu/District.aspx?source=Test%20Results&districtID=340491200&year=2007&level=D&source2=PSAE>

**IMAGE**, grade 11, tested annually

<http://iirc.niu.edu/District.aspx?source=Test%20Results&source2=IMAGE&districtID=340491200&year=2007&level=D>

**Illinois Interactive Report card**, 2004-present

<http://iirc.niu.edu/District.aspx?source=District%20Profile&districtID=340491200&year=2007&level=D>

**NETS** - for Students

[http://cnets.iste.org/students/s\\_stands.html](http://cnets.iste.org/students/s_stands.html)

[NETS](#) - for Teachers

<http://cnets.iste.org/teachers/index.html>

[School Report card](#), 2004-present

<http://www.mundeleinmustangs.com/Academics/2004SchoolReportCard/index.html>

[US Census](#) data for Mundelein

[http://factfinder.census.gov/servlet/SAFFacts?\\_event=&geo\\_id=16000US1751349&\\_geoContext=01000US%7C04000US17%7C16000US1751349&\\_street=&\\_county=mundelein&\\_cityTown=mundelein&\\_state=04000US17&\\_zip=&\\_lang=en&\\_sse=on&ActiveGeoDiv=&\\_useEV=&pctxt=fph&pgsl=160&\\_s](http://factfinder.census.gov/servlet/SAFFacts?_event=&geo_id=16000US1751349&_geoContext=01000US%7C04000US17%7C16000US1751349&_street=&_county=mundelein&_cityTown=mundelein&_state=04000US17&_zip=&_lang=en&_sse=on&ActiveGeoDiv=&_useEV=&pctxt=fph&pgsl=160&_s)

### Long-Range Planning Committee

<http://www.mundeleinmustangs.com/LongRangePlan/index.html> Mundelein High School Board of Education determined that the school district needed to provide comprehensive direction for the future. In fall 2006, about eighty [participants](#) came together to plan for the future of Mundelein High School. The [planning overview](#) is structured to provide answers to questions that help us determine the course of the future.

The participants divided into smaller groups, and discussed and created a [vision](#) for Mundelein High School in three areas: (1) School Culture, (2) Learner Outcomes, and (3) Instructional Program. This vision guides us as we make decisions about students' performance, achievement and success.

Committees were formed that further define the desired future in seven areas. Each committee is co-chaired by a community member and a Mundelein High School staff member. The goals and their implementation plan can be viewed in each of the seven committees: [Academics](#), [At Risk Students](#), [Co-curricular Activities](#), [Communications/Public Information](#), [Finance and Facilities](#), [School Culture](#), [Technology](#)

Each committee has provided recommendations in the form of short and long term goals to the District Long Range Plan Committee, chaired by John Ahlgrim and Olivia Maple. The goals include those that can be implemented immediately, and those that require additional resources before they can be implemented. Selected goals will be approved by the Board of Education, and other goals will be approved by the district administration. These goals form the Long Range Plan for our school. The implementation plan and eventual evaluation of each goal will be available under the various committee headings.

### M-PACT

<http://www.mundeleinmustangs.com/M-PACT/index.html>

**M-PACT: Mundelein Parents And Community Together.** *M-PACT* is a citizen-led initiative designed to help achieve the goals of the Long Range Planning Committee, shaping the future of the District.

**M-PACT** meetings and events are designed to provide information about the challenges and opportunities facing the District and to provide opportunities to discuss these

issues with neighbors and other members of the community.

The M-Pact process will: 1. Review the current elective program 2. Determine elective priorities 3. Review extracurricular programs 4. Determine support levels, including facilities updates needed for various programs.

#### [Staff Technology Survey](http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Section1b)

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Section1b>

#### [Student Technology Survey](http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Section1b)

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Section1b>

#### [PSAE for Reading and Math](http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Section1b)

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Section1b>

#### [IMAGE Performance by all students](http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Section1b)

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Section1b>

#### **Illinois Interactive Report Card**

IIRC allows school districts, parents and community members to track performance of students by cohort, subject, and in comparison to school, district and state results.

#### **Curriculum Integration**

The philosophy of the **National Educational Technology Standards (NETS) for Students and Teachers** is grounded in the belief that the world is changing in ways that require learning environments to change to prepare students to meet the challenges of the future. A growing body of information that students must be able to work with has changed the focus of classroom instruction. Instruction must build on basic skills so that students learn how to find, access, and assess information to address issues, some of which are yet to be defined.

It is important to integrate the use of technology into the curriculum. The purpose of learning activities is to focus the technology use on curriculum – discipline-specific, content-area curriculum – using technology as a tool to foster higher level outcomes.

There must be an instructional mindset that frees students to be in charge of their learning. Teachers must set the instructional stage in ways that support new learning environments (Establishing New Learning Environments). They must also set the behavioral stage with clearly agreed upon expectations for the use of technology in the classroom. Accomplishing this will promote the use of technology in ways that positively affect instruction.

The NETS for Students focuses on what students know and are able to do with technology as a tool for learning. Meeting the NETS for Students cannot be accomplished devoid of content. There must be a context in which the technology is used so that students can demonstrate their ability to meet the standards. Therefore, the learning activities in Curriculum Integration Lessons and Multidisciplinary Resource Units should be cross-coded with both the curriculum area standards and the NETS for Students. It is anticipated that within the context of teaching a specific concept, technology tools will be used where appropriate. When students need instruction on how to use the technology (e.g., appropriate use, ethics, etc.), the teacher can use the curriculum context to teach the needed technology skills, then return to curriculum instruction using

the technology as a tool to enhance the learning. In this way, both the content-area standards and the NETS for Students are addressed within the context of the same learning activity.

#### **Community Demographics Data**

##### **Mundelein Census Information**

<http://quickfacts.census.gov/qfd/states/17/1751349.html>

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

#### **MHS Long-Range Plan Summary & Analysis**

The school district needs to provide comprehensive direction for the future. The Long-Range planning committees will direct.

#### **M-PACT Summary & Analysis**

Mundelein parents and community working together will review the current elective program, determine elective priorities, review extracurricular programs, and determine support levels, including facilities updates needed for various programs.

#### **Staff Technology Survey Summary & Analysis**

MHS staff feels proficient in basic computer use, file management, word processing, research and information searching, and Internet use. Teachers need assistance and training in spreadsheets, database use, desktop publishing, and video production. MHS teachers are committed to providing a technology-rich, research-based curriculum.

#### **Student Technology Survey Summary & Analysis**

MHS students feel confident about their ability to use computers and applications for word processing, file management and email. Additional training and support is needed in desktop publishing, database management and video production. Students performed a self-assessment for these results.

#### **PSAE and IMAGE Data Summary & Analysis**

PSAE scores in both reading and math are not reaching AYP. IMAGE scores are have improved dramatically since 2003.

#### **Illinois Interactive Report Card Summary & Analysis**

All Subjects Meets and Exceeds (2007): 53.10%

Made Adequate Yearly Progress (2007): [No](#)

U.S. Status: 1 Years in Improvement

#### **NETS Curriculum Integration Data Summary & Analysis**

The NETS for Students focuses on what students know and are able to do with technology as a tool for learning. Meeting the NETS for Students cannot be accomplished devoid of

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content. There must be a context in which the technology is used so that students can demonstrate their ability to meet the standards. Therefore, the learning activities in Curriculum Integration Lessons and Multidisciplinary Resource Units should be cross-coded with both the curriculum area standards and the NETS for Students.

NETS for Teachers will be used to as MHS continues to develop a comprehensive set of performance-based technology foundation standards for all teachers reflecting fundamental concepts and skills for using technology to support teaching and learning.

#### **School Report Card Summary & Analysis**

<http://www.mundeleinmustangs.com/academics/reportcard.html>

#### **US Census Data Summary & Analysis**

Mundelein's total population is 30,935. 51% are male and 49% are female. Media age is 32 years. 66% of the population are white alone, 24% are Hispanic or Latino. 24% are foreign born. 32% speak a language other than English in the home. These populations are reflected in the school environment as well.

Mundelein High School's school population reflects the village. Since 1999, the percent of Caucasian students has declined while its Hispanic population has increased each year. Other races fluctuate slightly with the Asian population growing slightly. Mobility of students continues to increase.

**Key Factors - The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the goals and strategies in this plan.**

#### **Key factors that impact the data**

#### **Community Technology Key Factors:**

-For the past several years the District leadership and community have been allocating funds to the technology budget for the upgrading and expansion of the schools IT infrastructure.

-Mundelein has an existing tax rate that may not be able to sustain the necessary IT investments to meet the increasing demands in the coming years.

-The MHS Website provides the community with a comprehensive source of timely information regarding the school and all events and has received high marks from parents and community members.

#### **Home Computer and Internet Access Key Factors:**

-It is estimated that 10% of Students do not have access to computers and the Internet at home. 20% of the student body is on free and reduced lunch. To provide computer access for these students we offer the ability for them to use our Media Center Systems for all class assignments and research. The media center is open from 7:00 am to 4:00 pm during the school week.

#### **Teacher Technology Key Factors:**

-All teachers have access to systems in their classrooms, teachers lounge and department offices.

-Surveys show the teachers want more training in all areas of technology from using the School Information System to integrating their course material.

- 
- On average 20% of the teachers are using fully automated labs to support their course and classroom instruction.
  - Constant and consistent education and training is required in order to fully utilize the technology in the delivery of the material but also to keep current in the ever changing technology base.

**Student Technology Key Factors:**

- With the wide range of exposure to technology both at the school and home, the students skill levels varies but the consensus is that they have a greater depth of knowledge on **the technical use and capability than the average teacher.**
- In most classes at MHS, the students are given assignments and tasks that require the use of the systems and Internet during part of the school year.

**School Improvement Key Factors:**

- Training to utilize the current technology, integration of technology into the delivery of course/classroom materials and the continuing upgrading of the infrastructure is needed.

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

**Conclusion:**

Mundelein High School needs to implement a technology-rich curriculum across disciplines to assist in the promotion of student achievement.

All students should have the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life.

Section I C. Data & Analysis - Other Data  
Item 1 - Attributes and Challenges of the District  
and Community That Have Affected Student Learning

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

**Other Data Collected**

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Section1c>



**Tools**

**KeyTrain and WorkKeys**, 2006-present

**Scholastic Reading Inventory** - August 2007-present

**Community Demographics** - US Census Bureau

**School Report Card - About Students** <http://iirc.niu.edu/District.aspx?source=cat2&districtID=340491200&year=2007&level=D>

**KeyTrain and WorkKeys**, 2006-present

KeyTrain® is the complete interactive training system for the WorkKeys® basic workplace skills. KeyTrain provides a comprehensive learning system for common skills required by all jobs, based on ACT's WorkKeys® employment system. WorkKeys® is a system for measuring the skills required in the everyday workplace. WorkKeys® helps to improve America's workforce by sharpening the workplace skills of students or employees.

**Applied Mathematics**

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Item1>

**Applied Math Level 3 Objectives**

Quantity, Fractions, Decimals & Percentages, Rounding & Estimating, Positive & Negative Numbers, Handling Money, Measurement

**Applied Math Level 4 Objectives**

Money, Time and Quantity, Proportions and Ratios, Fractions and Decimals, Diagrams, Percentages, Measurement, Averages

**Applied Math Level 5 Objectives**

Fractions and Decimals, Best Deals, Percentages, Measurement, Perimeter and Area, Production Rates

**Applied Math Level 6 Objectives**

Problem Solving, Rates, Multiple Step Problems, Best Deals, Fractions and Decimals, Percentages, Area and Volume

**Applied Math Level 7 Objectives**

Multiple Steps, Troubleshooting, Volume and Area, Nonlinear Functions, Ratios and Proportions, Best Deals, Multiple Unknowns

**Business Writing**

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Item1>

**Scholastic Reading Inventory** - August 2007-present

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Item1>

Scholastic Reading Inventory is used to assess student reading levels and monitor reading progress. SRI identifies struggling readers so Mundelein High School can plan for instruction, gauge the effectiveness of the curriculum, and demonstrate accountability.

**Community Demographics** - US Census Bureau

<http://quickfacts.census.gov/qfd/states/17/1751349.html>

**School Report Card - About Students**

<http://iirc.niu.edu/District.aspx?source=cat2&districtID=340491200&year=2007&level=D>

**Scholastic Reading Inventory District/School Proficiency Report District 120 Summary/Analysis Chart (144 total students enrolled/tested) August 2007-present**

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Item1>

**Purpose:** This report allows administrators or principals to review the performance of students using SRI on a district-wide or school-wide basis.

**Follow-Up:** Identify schools or classes whose performance on SRI is less than optimal

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

**Attributes and Challenges for the District:**

Mundelein High School is on a 4x4 Block Schedule. Students take four, 90 minutes courses each semester. A semester course on the Block Schedule equates to a full year credit on a traditional schedule.

Mundelein High School requires three credits of mathematics as a graduation requirement, beginning with Algebra I.

**Mathematics:**

1. The failure rate for Algebra II, typically a sophomore level required math course, was significantly higher if the student was a junior or senior. 9th and 10th grade students in Algebra II historically had a 1.2% and 10.3% failure rate respectively. 11th and 12th grade students in Algebra II had a 32.7% and 29.5% failure rate respectively. Algebra II has never been offered based on ability level, therefore excelling 9th grade students, on target 10th grade students, and struggling 11th and 12th grade students were in the same Algebra II classroom together.

Students that received an “F” grade in Algebra II had consequently scored low “C”, “D”, or “F” in Algebra I, the prerequisite course to Algebra II. In addition, intervention assistance (i.e. after school tutoring) has been non-existent.

2. Students that have not passed Algebra I, were found to have failed the course multiple times. Any ability leveling of the mathematics curriculum has not existed.

3. Students enrolled in the Introduction to Algebra curriculum had a period of time without any mathematics instruction during the 9th grade year. In addition, intervention assistance (i.e. after school tutoring or instructional study halls) has been non-existent because of the nature of the Block Schedule.

**Reading:**

1. Until the 2006-2007 school year, MHS did not have a documented reading course which was aligned with the state standards for reading.

This course was only half a year long under the Block Schedule.

2. Students transitioning from an ESL program have not had any reading intervention curriculum to assist in their reading improvement.

3. All required English classes have not been aligned to the College Readiness Standards in Reading.

- 
4. The percentage of students not making AYP in Reading is larger than the percentage of students in the at-risk reading program at Mundelein High School.

**Key Factors - The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the goals and strategies in this plan.**

**Probable Causes and Contributing Factors to the identified needs/gaps**

Contributing factors to the lack of AYP progress at MHS are the following:

1. **Reading:** There has not been any reading curriculum or supported intervention present in the District for students entering the District identified with lower reading skills or reading disabilities.
2. **Reading:** There has not been an expressed literacy (reading and writing) component across the curriculum in content areas for all students.
3. **Mathematics:** There has been no intervention curriculum or intervention instruction for struggling students has not been existent.
4. **Mathematics:** All general education students have been mandated to take the same level of core math courses: Algebra I, Algebra II, and Geometry. Leveled or ability level grouping in math courses have not been offered.
5. **Reading and Mathematics:** Curriculum of Special Education, self-contained courses have not guaranteed the same curricular learning objectives as general education, inclusion courses.

**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 attributes and challenges of the district and community that have affected student learning.**

Key areas of concern for MHS and student achievement are Reading and Mathematics for every subgroup.

To support reading and math instruction, the integration of technology rich curricula should include: offering of technology rich courses in Reading and Mathematics as interventions for struggling students, organized intervention assistance (i.e. tutoring programs, additional technology integration) in Reading and Mathematics for struggling students, creating an expressed literacy (reading and writing) component across the curriculum in content areas for all students, ensuring similar curricula must be guaranteeing the same learning objectives for general education, special education, and bilingual education courses, offering curricula which guarantees students the learning objectives and includes ability level grouping.

Section I C. Data & Analysis - Other Data  
Item 2 - Educator Qualifications and Professional  
Growth and Development Data

**Description - Provide a description of other data collected during the development of the Action Plan. It may include existing data considered in the writing of this plan. This is a list of tools and, where 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.**

[Educator Qualifications and Professional Growth and Development Data](#)

**Tools:**

ISBE Teacher Service Record, ongoing

Lake County Regional Office of Education, ongoing

District Report Card, 2007

Mundelein High School Teacher Technology Survey, 3rd Term, school year 2006-2007

**Educators' Data**

The district has a teacher qualification on-line database with the Illinois State Board of Education, Teacher Service Record.

All teachers have developed a professional file with the Illinois State Board of Education (<http://www.isbe.net/ECS/default.htm>) Educator Certification System. Each teacher printed off their qualifications and subject areas in which they are considered highly qualified. Printouts are kept in each teacher's personnel file.

**Lake County Regional Office of Education.** Mundelein High School as developed a partnership with the Lake County Regional Office of Education for maintaining records on all certified and education support staff assuring that they are highly qualified and that certificates are current.

**2007 Illinois District School Report Card:**

[Teacher Demographics](#)

[www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Item2](http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Item2)

**District Staff development.** Mundelein Consolidated High School District 120 will institute a rigorous staff development program for the next few years. Whole school staff development will focus on literacy across the content areas and interventions for struggling students including instructional technology. The district will utilize experienced and knowledgeable outside speaker, district wide focus groups, and specific course specific focus groups. Staff development activities will be held on the four institute days and late

arrival day meeting times (approximately 25). Faculty will be introduced to literacy needs specific to District 120, learn about possible literacy strategies, and create technology-rich lessons and assessments to be used within all content courses. In addition, intervention strategies will be discussed, practiced, and instituted on a course, department, and building level. At all points, technology use and integration will be emphasized.

The [Teacher Technology Survey](#)

(<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#Section1b>) was administered to 124 staff members in conjunction with Mundelein High School's Long-Range Planning committee's technology committee **third term in 2006-2007** school year to attempt to have staff self-access their technology skills and abilities. The data was shared with the school board, Long-Range planning committee and the public.

Proximas and 41 new dvd/vcr players were installed in classrooms

Email is used by staff as a means to communicate with parents and the community as well as within the staff.

Tech-Tuesdays, staff training on basic technology use, had good attendance and received positive feedback.

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

**Teacher Data Summary and Analysis:**

The teachers were surveyed on fifteen competency technology areas. Word processing, basic computer use and file management proficiency ranked highest. Teachers indicated less expertise in the use of databases, video production and desktop publishing.

Teachers rely on email and the webpage Intranet for school information.

Teachers are aware of a wide variety of technology resources (computers, scanners, digital cameras, software, etc.) that exist in the school.

Staff agrees that professional development activities involving technology are planned by starting with the curriculum, not the technology.

Most teachers integrate technology into at least some of their teaching.

Building administration support the technology integration by staff.

The addition of 12 Proximas in the classroom and 4 portable Proximas have enhanced curriculum presentation.

**Key Factors - The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the goals and strategies in this plan.**

**Key Factors:**

- Teachers want to use technology in their classrooms.
- Some teachers are more confident about using technology than others.
- Most teachers are interested in using technology to supplement their curriculum.
- Staff development needs to address (with teacher input) technology integration in the form of mini-workshops, conferences and one-to-one mentoring
- The administration and Mundelein High School Board of Education support instructional technology in the district.

**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 educator qualifications and professional growth and development.**

**Conclusion:**

Teachers want to use technology in their classrooms to enhance their curriculum.

Professional development offerings should support increased expertise in database management, desktop publishing and video production and continued support in all other areas.

Section I C. Data & Analysis - Other Data  
Item 3 - Parent/Community Involvement Data

(such as adult literacy providers, public library services and district emergency crisis planning)

**Description - Provide a description of data concerning parent/community involvement collected during the development of the Action Plan. It may include existing data considered in the writing of this plan. This is a list of tools and, where 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.**

**Other Data**

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#item2>

**Tools**

Long-Range Planning Committee, 2006 - present

M-PACT: Mundelein Parents And Community Together, October 2007 - present

Adult Literacy Programs, ongoing

Fremont Public Library, Mundelein, ongoing

District Emergency Crisis Plan, ongoing

**Long-Range Planning Committee - Fall 2006 to the present**

The Mundelein High School Board of Education determined that the school district needed to provide comprehensive direction for the future. In fall 2006, about eighty [participants](#) came together to plan for the future of Mundelein High School. The [planning overview](#) is structured to provide answers to questions that help us determine the course of the future.

Participants divided into smaller groups, and discussed and created a [vision](#) for Mundelein High School in three areas: (1) School Culture, (2) Learner Outcomes, and (3) Instructional Program. This vision guides us as we make decisions about students' performance, achievement and success.

[Committees](#) were formed that further define the desired future in seven areas. Each committee is co-chaired by a community member and a Mundelein High School staff member.

**M-PACT: Mundelein Parents And Community Together - monthly meetings October 2007-June 2008.**

100 District 120 residents, parents and staff members took part in the first of seven meetings to be held at Mundelein High School to determine the future direction of the District. Called M-PACT (Mundelein Parents and Community Together), the program aims to bring to reality the many goals of the district's Long Range Planning process. Olivia Maple and Lori Wilcox, community members volunteered to lead a broad-based community engagement effort to take the Mundelein High School District Long Range Plan (LRP) to the next level. Maple and Wilcox, along with an 11- member team, will help facilitate the process to build upon the LRP and improve education in the District. The entire community is invited to participate in M-PACT: Mundelein Parents and Community Together.

**Adult Literacy Programs - ongoing**

Mundelein High School Adult Education department provides English as a Second Language (ESL), Adult Basic Education (ABE), General Educational Development (GED) and Citizenship Preparation are tuition free classes funded through the Illinois Community College Board. Classes are open enrollment. Students must register in person during class times at sites they wish to attend. The program is coordinated by Joan Hornby. Most classes are held at Mundelein High School or, in the case of Citizenship Preparation, Fremont Public Library.

The Lake County Adult Learning Connection (<http://adultlearningconnection.org/>) is a non-profit coalition of three organizations concerned with adult and family literacy. These agencies include: College of Lake County, Literacy Volunteers of Lake County (Sari Oosta, Acting Literacy Coordinator for the College of Lake County) and the Waukegan Public Library (Barbara Babb, Literacy Coordinator). Its purpose is to extend educational opportunities to Lake County adult students and their families. The Lake County Adult Learning Connection designs an education plan based on assessment, student goals, and abilities.

**Fremont Public Library, Mundelein.** Fremont public Library provides library service for the Mundelein community. At the moment they do not have specific literacy programs for adults, other than the small literacy collection on the second floor. They do provide space for ESL classes on Tuesdays and Thursdays and currently are the location for citizenship classes.

**District Emergency Crisis Planning.** Mundelein High School currently has a crisis plan on file that addresses the following areas: an emergency plan in place that covers fires, bomb threats, intruder alerts, and tornados. The plan also addresses medical emergencies and student deaths. This plan has been approved by the Board of Education.

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

**Long-Range Planning Committee Summary and Analysis**

**Long-Range Planning Committee** established three goals relating to technology:

-To establish a community where students and therefore staff use technology to structure inquiries; solve problems; and gather, synthesize, organize, compose, validate and communicate information.

-To establish a community where students and therefore staff use technology to manage technology by making, creating, productive and efficient technology choices for the task at hand.

-To establish a community where students and therefore staff use technology to understand technology and reflect upon the ethics and impact of its use, synthesizing new insights and making well considered decisions as technologies evolve

**M-PACT Summary and Analysis**

**The community will review the current elective program, determine elective priorities, will review extracurricular programs, and determine support levels, including**



technology facilities updates needed for various programs.

#### **Adult Literacy Programs Summary and Analysis**

**Mundelein High School Adult Education** department provides English as a Second Language (ESL), Adult Basic Education (ABE), General Educational Development (GED) and Citizenship Preparation. Adult education also offers technology classes.

The Lake County Adult Learning Connection is concerned with adult and family literacy.

**Fremont Public Library, Mundelein.** Fremont Public Library provides library services for the Mundelein community.

#### **Crisis Plan Summary and Analysis**

Mundelein High School has a Board approved **crisis plan** in place.

**Key Factors - The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the goals and strategies in this plan.**

- The district should offer additional technology classes to community members and the public.
- The district needs to showcase and demonstrate the use of instructional technology and the integration into the curriculum to parents and community
- Telecommunications and communication between home and school needs be enhanced by removing many of the barriers of communication.
- There is a digital gap between those families who have home computers and internet access and those who do not.

**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/community involvement.**

#### **Conclusions:**

- Goals and strategies need to be developed for showcasing district technology to parents and community in order to provide an understanding of how technology is integrated into the curriculum and learning and offer training to community and parents.
- Goals and strategies need to be identified for meeting the needs of students and families who do not have access to technology in their homes.

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**Section I D. Data & Analysis – Technology Deployment Data**

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

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

**Technology Deployment Data**

<http://www.mundeleinmustangs.com/FacultyAndDepartments/generic/KSerby/blankpage.html#item2>

**TOOLS USED**

The technology inventory data shown in the Technology Inventory section has been augmented by observations of additional systems being used by the school or staff in different capacities. For example, we use outside services for different applications throughout the school. Cafeteria POS systems, Special Education Web-Based services and SaaS applications for accounting support. We have not included staff owned devices or systems in this inventory.

**List of Tools are as follows**

Systems Inventory Data - November, 2007

Mundelein High School Long Range Plan (Technology component) - 2006 - ongoing

**TECHNOLGY INFRASTRUCTURE:**

District 120/MHS is continuing to construct a very robust systems and network infrastructure to meet the expanding needs of the students, parents and community. The technical platforms in all categories are built on industry leading products and using standardized components in all common areas.

District 120 Offices and the High School are located in the same facility. The building has been expanded several times with the original structure being over 50 years old. All classrooms are equipped with a minimum of one Desktop system, TV, DVD/VCR player and phone. Within this building we have the following:

The main internal network is based upon Gigabit Ethernet backbone to the Data. Over a dozen Switch locations housing multiple switches are located throughout connecting over 850 Desktop systems. We also have a wireless network that services our Mobile Laptop devices as well as teachers owned laptops. The internal backbone network also supports a VoIP Phone system that connects almost 200 IP phone devices to the telephone external network. Each switch location currently is placed in a multi-purpose location i.e.

Classroom, utility closet, or office. The main access to the Internet is through a high speed (10Mb) fiber optic link to our ISP. Center

All production Server designated systems including the Phone Server are housed in the schools Data. This room equipped with UPS units, separate AC units and connected to the building UPS system. Center

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

#### **Summary and Analysis:**

**In summary**, the District has instituted a desktop replacement practice and has concentrated on maintaining a current base for its information infrastructure. The district will continue to enhance the communications network and it is in the middle of a network upgrade increasing the reliability and capacity of our internal switches and ultimately our backbone network. We are also planning on expanding our LCD projector and SMARTBOARD installations over the plans three year period.

**Our analysis shows** that the District is addressing the needs of the teaching programs and providing the features, functions and reliability required by the teaching staff. Growth of workstations, storage and network traffic will continue to grow at an average of 8-12 % per year at the current rate.

#### **TECHNOLOGY INFRASTRUCTURE ANALYSIS**

All Desktop/ Laptop Systems have Internet Access

MS/Windows is our Primary Client Platform

Apple Platforms are used in select Lab and Dept. applications

Every Desktop/Laptop has networked printer access

All Desktops and Laptops are under vendor Warranty

All Classroom and Offices are wired for Network and Phone Access

#### **SOFTWARE SUMMARY:**

Our standard Desktop Image contain MS Office

Our SIS System is POWERSCHOOL

SAM is installed for the SRI and READ 180 Lab

SANS /Soloist is installed in the Foreign Language Lab

We use CAD/CAM software in our Engineering Lab

We have NovaNet installed in the READING Lab

Over 36 other Software titles are used in other classroom Labs

**Key Factors - The information in this box is directly aligned to the data analysis and identifies probable causes or contributing factors to the identified needs/gaps that can be influenced by the goals and strategies in this plan.**

**Contributing factors to the current state of the Districts technology deployment are highlighted below.**

**Key Factors** to meet the objectives and strategies during the plan period will be as follows:

1. Continued IT funding at adequate levels to sustain the growth required to maintain the leadership position
2. Emphasis by the BOE, District and Administration on technology as the best lever to increase student performance
3. Availability of trained and experienced IT staff to continue the support and progress in classroom and admin productivity.

**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 deployment.**

**Conclusions:**

The District has upgraded Mundelein High School into a leader in the deployment and use of technology.

Continuing this **leadership in network infrastructure and access** along with **progress in expanding teaching software and tools** will maintain the momentum achieved to date. A key element of this plan is to **continue the support of major activities** outlined in this plan.

## District Technology Inventory - District Information

Number	
2286	Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).
470	Number of K-12 special education self-contained classroom students
113	Number of Teachers (FTE - this does not include teacher aides)
9	Number of Administrators
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of less than 10 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds between 10 mbps and 200 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of greater than 200 mbps
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
1	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
1	Subtotal
1	Total number of instructional school buildings
0	Total number of non-instructional buildings
0	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
0	Subtotal
0	Total number of instructional school buildings
0	Total number of non-instructional buildings

## District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mb Ethernet	0
	100+ mb Ethernet	89
	Dedicated Cable	0
	DSL	0
	Wireless	47
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	7
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mb Ethernet	0
	100+ mb Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	5
	Other (Dial-up modem, etc.)	0

	None (no internet access)	0
Administrative Offices	10 mb Ethernet	0
	100+ mb Ethernet	40
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mb Ethernet	0
	100+ mb Ethernet	5
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<i>Instructional Classroom</i>	Under 2 years	50	0	50	0	0	0	0	5	5	50	5	55
	2-5 years	200	0	200	0	0	0	0	6	6	200	6	206

	5+ years	50	0	50	0	0	0	0	0	0	50	0	50
	SubTotal	300	0	300	0	0	0	0	11	11	300	11	311
<b>Dedicated Computer Lab</b>	Under 2 years	300	0	300	0	0	0	0	0	0	300	0	300
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	300	0	300	0	0	0	0	0	0	300	0	300
<b>Media Center/Library</b>	Under 2 years	30	0	30	0	0	0	0	0	0	30	0	30
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	30	0	30	0	0	0	0	0	0	30	0	30
<b>Mobile Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	115	0	115	0	0	0	0	0	0	115	0	115
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	115	0	115	0	0	0	0	0	0	115	0	115
<b>Administrative Offices</b>	Under 2 years	20	0	20	0	0	0	0	0	0	20	0	20
	2-5 years	20	0	20	0	0	0	0	0	0	20	0	20
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	40	0	40	0	0	0	0	0	0	40	0	40
<b>Teacher Offices</b>	Under 2 years	10	0	10	0	0	0	0	0	0	10	0	10
	2-5 years	10	0	10	0	0	0	0	0	0	10	0	10
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	20	0	20	0	0	0	0	0	0	20	0	20
<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	15	0	15	0	0	0	0	0	0	15	0	15
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	15	0	15	0	0	0	0	0	0	15	0	15



District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dedicated Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Media Center/Library</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Mobile Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Administrative Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Tablet Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Tablet Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dedicated Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Media Center/Library</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Mobile Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Administrative Offices</b>	Under 2 years	1	0	1	0	0	0	0	0	0	1	0	1
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

	SubTotal	1	0	1	0	0	0	0	0	0	1	0	1
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Servers)

Location	Computer Age	High Speed Access $\geq$ 56k			Low Speed Access <56k			No Internet Access			Total Servers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dedicated Computer Lab</b>	Under 2 years	2	0	2	0	0	0	0	0	0	2	0	2
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	2	0	2	0	0	0	0	0	0	2	0	2
<b>Media Center/Library</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	1	0	1	0	0	0	0	0	0	1	0	1
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	1	0	1	0	0	0	0	0	0	1	0	1
<b>Mobile Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0

	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Administrative Offices</b>	Under 2 years	3	0	3	0	0	0	0	0	0	3	0	3
	2-5 years	3	0	3	0	0	0	0	0	0	3	0	3
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	6	0	6	0	0	0	0	0	0	6	0	6
<b>Teacher Offices</b>	Under 2 years	1	0	1	0	0	0	0	0	0	1	0	1
	2-5 years	2	0	2	0	0	0	0	0	0	2	0	2
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	3	0	3	0	0	0	0	0	0	3	0	3
<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Operating Systems

PCs

Location	Type	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	1
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	1
	Subtotal	2
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	1
	Windows 2000 (any version)	0

	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	1
Media Center/Library	Windows Vista	0
	Windows XP (any version)	1
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	1
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	1
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	1
Administrative Offices	Windows Vista	1
	Windows XP (any version)	1
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	2
Teacher Offices	Windows Vista	0
	Windows XP (any version)	1
	Windows 2000 (any version)	0

	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	1
Other Locations	Windows Vista	0
	Windows XP (any version)	1
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	1
Macintosh		
Instructional Classroom	MAC System 10.x	1
	MAC System 9.x	1
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	2
Dedicated Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Media Center/Library	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0

Mobile Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Administrative Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Teacher Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	1
	Other MAC	0
	Subtotal	1
Other Locations	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Older	0
	Subtotal	0

Other Operating Systems (including Linux)

Location	Operating System	Number
Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0

Teacher Offices		0
Other Locations		0

District Technology Inventory - Network Equipment

Location	Type	Number
Instructional Classroom	Hubs	1
	Routers	0
	Switches	10
	Wireless Access Points	6
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	6
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	3
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0



Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	6
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	3
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	3
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	1
	Switches	2
	Wireless Access Points	0
	Firewall	2
	Spam Filter	2
	Content Filter	2
	Intrusion Detector	2

District Technology Inventory - Licensed Software

Yes	No	Software Type
jn	jn	Networking
jn	jn	Utility Programs (Service Programs, File Compression, Disk Optimizers, etc.)
jn	jn	Personal Productivity Tools (Word Processing, Spreadsheet, Database, Communications)
jn	jn	Graphics (Business, Illustration, CAD, Animation, etc.)
jn	jn	Desktop Publishing
jn	jn	Business Software (Accounting, Mapping, Project Management, Desktop Organizers, etc.)
jn	jn	Programming packages (Computer Programming)
jn	jn	Student Information Management Systems
jn	jn	Filtering/Blocking Software
jn	jn	Anti-Virus
jn	jn	Other

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	36	13	49
Stand-alone Printers/Multifunctional Units	42	12	54
Stand Alone Scanners	3	1	4
Digital Cameras	1	0	1
Camcorders/Movie Cameras	6	0	6
Satellite Dishes	0	0	0
Televisions	115	0	115
Video Microscopes	0	0	0

LCD Panels/Projection Devices	12	0	12
Fax Machines	6	0	6
Graphing Calculators	0	0	0
PDA's	8	0	8
Assistive/Adaptive Devices/Student Response Devices	0	0	0
GPS Devices/Geocaching	0	0	0
Science Probeware	0	0	0
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	0	0	0
Whiteboard Peripherals (clickers, note capturing devices)	0	0	0
Document Cameras	0	0	0
MP3/ Electronic Readers, Kindles, etc.	0	0	0

District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	0	8	8
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	8	8
	<b>Number</b>		
<b>Classrooms with telephones</b>	89		

## District Technology Inventory - Distance Learning

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

Section I D Data & Analysis – District Technology Inventory Report

**District Information:**

<b>District Information:</b>					
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance (ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).		Number of K-12 special education self-contained classroom students	Number of Teachers (FTE - this does not include teacher aides)		Number of Administrators
2286		470	113		9
Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access
1	0	0	0	0	0
<b>Instructional School Building Internet Access (Chart) :</b>			<b>Non-Instructional Buildings Internet Access (Chart) :</b>		



Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	300	11	300	0	30	0	115	0	40	0	20	0	15	0
Desktops	300	11	300	0	30	0	115	0	40	0	20	0	15	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Servers	0	0	2	0	1	0	0	0	6	0	3	0	0	0
	300	11	302	0	31	0	115	0	47	0	23	0	15	0

Total Computers in Each Location	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac	Combined PC and Mac
	311	302	31	115	47	23	15
Students per Computer						3.27	

**Computers with High Speed Internet Access:**

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	300	0	300	0	30	0	115	0	40	0	20	0	15	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Servers	0	0	2	0	1	0	0	0	6	0	3	0	0	0
	300	0	302	0	31	0	115	0	47	0	23	0	15	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	300		302		31		115		47		23		15	
Students per Computer with High Speed Access											3.31			

**Computers with Low Speed Internet Access:**

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined		Combined		Combined		Combined		Combined		Combined		Combined	

Location	PC and Mac	PC and Mac	PC and Mac	PC and Mac	PC and Mac	PC and Mac	PC and Mac
	0	0	0	0	0	0	0
Students per Computer with Low Speed Access						0	

**Computers with No Internet Access:**

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	0	11	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	11	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	11		0		0		0		0		0		0	
Students per Computer with No Internet Access											250.			

**Computer Ages:**

Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
415	0	1	366	0	0	50	0	0

**Internet Access:**

Number of Rooms	Type
0	10 mb Ethernet



142	100+ mb Ethernet
0	Dedicated Cable
0	DSL
53	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

**Operating Systems:**

Number of Computers	Type	Number of Computers	Type
1	Total Number of Computers with Windows Vista	1	Total Number of Computers with MAC System 10.x
7	Total Number of Computers with Windows XP (any version)	1	Total Number of Computers with MAC System 9.x
0	Total Number of Computers with Windows 2000 (any version)	0	Total Number of Computers with MAC System 8.x
0	Total Number of Computers with Windows 98	1	Total Number of Computers with MAC System 7.x
0	Total Number of Computers with Windows 95	0	Total Number of Computers with Other MAC
0	Total Number of Computers with Older		
1	Total Number of Computers with Other PC		

**Other Technologies:**

Total	Type	Total	Type
49	Number of Networked Printers/Multifunctional Units	8	Number of PDAs
54	Number of Stand-alone Printers/Multifunctional Units	0	Number of Assistive/Adaptive Devices/Student Response Devices
4	Number of Stand Alone Scanners	0	Number of GPS Devices/Geocaching
1	Number of Digital Cameras	0	Number of Science Probeware

6	Number of Camcorders/Movie Cameras	0	Number of Electronic Whiteboards
0	Number of Satellite Dishes	0	Number of Whiteboard Peripherals (clickers, note capturing devices)
115	Number of Televisions	0	Number of Document Cameras
0	Number of Video Microscopes	0	Number of MP3/ Electronic Readers, Kindles, etc.
12	Number of LCD Panels/Projection Devices		
6	Number of Fax Machines		
0	Number of Graphing Calculators		

**Distance Learning**

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

Section I E. Data & Analysis – Meta Analysis

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

District reading scores will increase from the current 55% of students meeting AYP by 5% annually as measured by PSAE/ACT.

Section II A. Action Plan - Goals, Strategies, and Activities  
Phase I

**Phase I Goal 1 Title:**

**Students will increase their current performance (49.9% meeting AYP) in reading by 5% on the PSAE/ACT assessments in 2008.**

Section II B. Action Plan – Curriculum and Instruction

**Phase I Goal 1 Title:**

**Students will increase their current performance (49.9% meeting AYP) in reading by 5% on the PSAE/ACT assessments in 2008.**

Strategy 1

Implement and develop Read 180 program for Special Education students and English as a Second Language students.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Reading will be enhanced through the implementation of instructional technology allowing special education students and English as a Second Language students easy access to classroom instruction and materials.	08/11/2008	05/29/2009	43,000	0			0	0	0	0	0	43,000
2 Student understanding and performance in reading will be measured through standardized assessment process (data warehouse).	08/11/2008	05/29/2009	25,000	0			0	0	0	0	0	25,000

Strategy 2												
Develop and implement a year-long reading lab for those students who are below grade level reading levels and are identified through the 8th grade placement exams as at-risk readers.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Reading will be enhanced through the implementation of instructional technology allowing students easy access to classroom instruction and materials.	08/11/2008	05/29/2009	100,000	0			0	0	0	0	0	100,000
2 Student understanding and performance in reading will be measured through standardized assessment process (data warehouse).	08/11/2008	05/29/2009	25,000	0			0	0	0	0	0	25,000

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase I Goal 1 Title:												
Students will increase their current performance (49.9% meeting AYP) in reading by 5% on the PSAE/ACT assessments in 2008.												
Strategy 1												
Develop and implement a professional development program that focuses on effective, research-based instructional practices that utilize technology to support reading.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 The district will provide a program of ongoing staff												

development for teachers, principals, district administration, and library/media personnel to develop the necessary knowledge and skills for the integration of instructional technology to enhance reading, lesson plan design and improve instruction.	08/11/2008	05/29/2009	12,000	0			0	0	0	0	0	12,000
2The district will deliver a sound staff development program including workshops, conferences, and one-to-one mentoring to assist teachers in understanding the integration of NETS and ISTE standards into the curriculum.	08/11/2008	05/29/2009	18,000	0			0	0	0	0	0	18,000
3The district will develop and implement an in-service program focused on the use of disaggregated data from local and state assessments to establish learning priorities for the implementation of instructional technology.	08/11/2008	05/29/2009	2,000	0			0	0	0	0	0	2,000

Strategy 2												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II D. Action Plan – Parental/Community Involvement  
(such as adult literacy providers, public library services and district emergency crisis planning)

<b>Phase I Goal 1 Title:</b>												
Students will increase their current performance (49.9% meeting AYP) in reading by 5% on the PSAE/ACT assessments in 2008.												
<b>Strategy 1</b>												
The district will provide access to student progress through the implementation of the PowerSchool parent portal.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Deploy the parent portal in PowerSchool so parents/guardians can track student progress in classes	08/11/2008	05/29/2009	10,000	0			0	0	0	0	0	10,000
2 Provide trainings for parents on the use of PowerSchool parent portal during Open House and Parent-Teacher conferences.	08/11/2008	05/29/2009	0	0			0	0	0	0	0	0

<b>Strategy 2</b>												
Continue to solicit continued community involvement in the implementation and use of technology through directives from the Long-Range Planning Committee and School Improvement Committee.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 The district will offer curriculum nights for parents and community members	08/11/2008	05/29/2009	0	0			0	0	0	0	0	0
2 The district will provide and publicize walk-in and mandatory tutoring opportunities through the MHS website.	08/11/2008	05/29/2009	50,000	0			0	0	0	0	0	50,000
3 The district will hold an open house for parents and												

community members and will include a demonstration and instruction on the use of the PowerSchool parent portal.	08/26/2008	08/26/2008	0	0			0	0	0	0	0	0
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Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase I Goal 1 Title:												
Students will increase their current performance (49.9% meeting AYP) in reading by 5% on the PSAE/ACT assessments in 2008.												
Strategy 1												
The district will provide access, improvement, and support to telecommunications, instructional technology and information technology.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 The district will add capacity to Read 180 Lab	07/01/2008	06/30/2009	20,000	0	0	D	0	0	0	0	0	20,000
2 The district will continue to maintain high speed internet and telecommunications systems	07/01/2008	06/30/2009	10,000	6,000	4,000	D	0	0	0	0	0	0
3 The district will employ technology support staff to provide reliable and technological support for staff and students.	07/01/2008	06/30/2009	760,000	0	0	D	0	0	0	0	0	760,000

Strategy 2													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0	0	D	0	0	0	0	0	0	

Strategy 3													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0	0	D	0	0	0	0	0	0	

Section II A. Action Plan - Goals, Strategies, and Activities  
Phase II

**Phase II Goal 1 Title:**  
**Students will increase their 2008 performance in reading by 5% on the PSAE/ACT assessments in 2009.**

Section II B. Action Plan – Curriculum and Instruction

**Phase II Goal 1 Title:**  
**Students will increase their 2008 performance in reading by 5% on the PSAE/ACT assessments in 2009.**

Strategy 1													
Maintain and monitor the Read 180 program for Special Education students and English as a Second Language students.													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Reading will be enhanced through the use of													



instructional technology allowing special education students and English as a Second Language students easy access to classroom instruction and materials.	08/10/2009	05/28/2010	43,000	0			0	0	0	0	0	43,000
2 Student understanding and performance in reading will be measured through standardized assessment process (data warehouse).	08/10/2009	05/28/2010	25,000	0			0	0	0	0	0	25,000

Strategy 2												
Maintain and monitor the year-long reading lab for those students who are below grade level reading levels and are identified through the 8th grade placement exams as at-risk readers.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Reading will be enhanced through the implementation of instructional technology allowing students easy access to classroom instruction and materials.	08/10/2009	05/28/2010	100,000	0			0	0	0	0	0	100,000
2 Student understanding and performance in reading will be measured through standardized assessment process (data warehouse).	08/10/2009	05/28/2010	25,000	0			0	0	0	0	0	25,000

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase II Goal 1 Title:												
Students will increase their 2008 performance in reading by 5% on the PSAE/ACT assessments in 2009.												
Strategy 1												
Continue to support and monitor the professional development program that focuses on effective, research-based instructional practices that utilize technology to support reading.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 The district will provide a program of ongoing staff development for teachers, principals, district administration, and library/media personnel to develop the necessary knowledge and skills for the integration of instructional technology to enhance reading, lesson plan design and improve instruction.	08/10/2009	05/28/2010	12,000	0			0	0	0	0	0	12,000
2 The district will deliver a sound staff development program including workshops, conferences, and one-to-one mentoring to assist teachers in understanding the integration of NETS and ISTE standards into the curriculum.	08/10/2009	05/28/2010	18,000	0			0	0	0	0	0	18,000
3 The district will continue to provide an in-service program focused on the use of disaggregated data from local and state assessments to establish learning priorities for the implementation of instructional technology.	08/10/2009	05/28/2010	2,000	0			0	0	0	0	0	2,000

Strategy 2													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0			0	0	0	0	0	0	

Strategy 3													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0			0	0	0	0	0	0	

Section II D. Action Plan – Parental/Community Involvement

(such as adult literacy providers, public library services and district emergency crisis planning)

Phase II Goal 1 Title:													
Students will increase their 2008 performance in reading by 5% on the PSAE/ACT assessments in 2009.													
Strategy 1													
The district will provide continuous access for parents to individual student progress through the PowerSchool parent portal.													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Maintain the parent portal in PowerSchool so parents/guardians can track student progress in classes.	08/10/2009	05/28/2010	10,000	0			0	0	0	0	0	10,000	
2 Provide trainings for new parent users on the use of PowerSchool parent portal during Open House and Parent-Teacher conferences.	08/10/2009	05/28/2010	0	0			0	0	0	0	0	0	

Strategy 2												
Continue to solicit continued community involvement in the implementation and use of technology through directives from the Long-Range Planning Committee and School Improvement Committee.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 The district will offer curriculum nights for parents and community members.	08/10/2009	05/28/2010	0	0			0	0	0	0	0	0
2 The district will provide and publicize walk-in and mandatory tutoring opportunities through the MHS website.	08/10/2009	05/28/2010	50,000	0			0	0	0	0	0	50,000
3 The district will hold an open house for parents and community members and will include a demonstration and instruction on the use of the PowerSchool parent portal.	08/10/2009	05/28/2010	0	0			0	0	0	0	0	0

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase II Goal 1 Title:												
Students will increase their 2008 performance in reading by 5% on the PSAE/ACT assessments in 2009.												
Strategy 1												
The district will provide access, improvement, and support to telecommunications, instructional technology and information technology.												
			Budget & Funding Sources (\$)									

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 The district will add capacity to Read 180 Lab.	07/01/2009	06/30/2010	20,000	0	0	D	0	0	0	0	0	20,000
2 The district will continue to maintain high speed internet and telecommunications systems	07/01/2009	06/30/2010	10,000	6,000	4,000	D	0	0	0	0	0	0
3 The district will employ technology support staff to provide reliable and technological support for staff and students.	07/01/2009	06/30/2010	760,000	0	0	D	0	0	0	0	0	760,000

Strategy 2												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0	0	D	0	0	0	0	0	0

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0	0	D	0	0	0	0	0	0

Section II A. Action Plan - Goals, Strategies, and Activities  
Phase III

Phase III Goal 1 Title:
Students will increase their 2009 performance in reading by 5% on the PSAE/ACT assessments in 2010.

Section II B. Action Plan – Curriculum and Instruction

**Phase III Goal 1 Title:**

**Students will increase their 2009 performance in reading by 5% on the PSAE/ACT assessments in 2010.**

**Strategy 1**

Maintain and evaluate the Read 180 program for Special Education students and English as a Second Language students.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Reading will be enhanced through the use of instructional technology allowing special education students and English as a Second Language students easy access to classroom instruction and materials.	08/09/2010	05/27/2011	43,000	0			0	0	0	0	0	43,000
2 Student understanding and performance in reading will be measured through standardized assessment process (data warehouse).	08/09/2010	05/27/2011	25,000	0			0	0	0	0	0	25,000

**Strategy 2**

Maintain and evaluate the year-long reading lab for those students who are below grade level reading levels and are identified through the 8th grade placement exams as at-risk readers.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Reading will be enhanced through the implementation of instructional technology allowing students easy access to classroom instruction and materials.	08/09/2010	05/27/2011	100,000	0			0	0	0	0	0	100,000
2 Student understanding and performance in reading will be measured through standardized assessment process (data warehouse).	08/09/2010	05/27/2011	25,000	0			0	0	0	0	0	25,000

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase III Goal 1 Title:												
Students will increase their 2009 performance in reading by 5% on the PSAE/ACT assessments in 2010.												
Strategy 1												
Support and evaluate the professional development program that focuses on effective, research-based instructional practices that utilize technology to support reading.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 The district will provide a program of ongoing staff development for teachers, principals, district administration, and library/media personnel to develop the necessary knowledge and skills for the integration of instructional technology to enhance reading, lesson plan design and improve instruction.	08/09/2010	05/27/2011	12,000	0			0	0	0	0	0	12,000
2 The district will deliver a sound staff development program including workshops, conferences, and one-to-one mentoring to assist teachers in understanding the integration of NETS and ISTE standards into the curriculum	08/09/2010	05/27/2011	18,000	0			0	0	0	0	0	18,000
3 The district will continue to provide an in-service program focused on the use of disaggregated data from local and state assessments to establish learning priorities for the implementation of instructional technology.	08/09/2010	05/27/2011	2,000	0			0	0	0	0	0	2,000

Strategy 2													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0			0	0	0	0	0	0	

Strategy 3													
				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0			0	0	0	0	0	0	

Section II D. Action Plan – Parental/Community Involvement  
(such as adult literacy providers, public library services and district emergency crisis planning)

**Phase III Goal 1 Title:**  
**Students will increase their 2009 performance in reading by 5% on the PSAE/ACT assessments in 2010.**

**Strategy 1**  
The district will provide continuous access for parents to individual student progress through the PowerSchool parent portal.

				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Maintain the parent portal in PowerSchool so parents/guardians can track student progress in classes. Evaluate its usefulness.	08/09/2010	05/27/2011	10,000	0			0	0	0	0	0	10,000	
2 Provide trainings for new parent users on the use of PowerSchool parent portal during Open House and Parent-Teacher conferences.	08/09/2010	05/27/2011	0	0			0	0	0	0	0	0	



Strategy 2												
Continue to solicit continued community involvement in the implementation and use of technology through directives from the Long-Range Planning Committee and School Improvement Committee.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 The district will offer curriculum nights for parents and community members.	08/09/2010	05/27/2011	0	0			0	0	0	0	0	0
2 The district will provide and publicize walk-in and mandatory tutoring opportunities through the MHS website.	08/09/2010	05/27/2011	50,000	0			0	0	0	0	0	50,000
3 The district will hold an open house for parents and community members and will include a demonstration and instruction on the use of the PowerSchool parent portal.	08/09/2010	05/27/2011	0	0			0	0	0	0	0	0

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase III Goal 1 Title:												
Students will increase their 2009 performance in reading by 5% on the PSAE/ACT assessments in 2010.												
Strategy 1												
The district will provide access, improvement, and support to telecommunications, instructional technology and information technology.												
			Budget & Funding Sources (\$)									

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 The district will add capacity to Read 180 Lab.	07/01/2010	06/30/2011	20,000	0	0	D	0	0	0	0	0	20,000
2 The district will continue to maintain high speed internet and telecommunications systems.	07/01/2010	06/30/2011	10,000	6,000	4,000	D	0	0	0	0	0	0
3 The district will employ technology support staff to provide reliable and technological support for staff and students.	07/01/2010	06/30/2011	760,000	0	0	D	0	0	0	0	0	760,000

Strategy 2												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0	0	D	0	0	0	0	0	0

Strategy 3												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0	0	D	0	0	0	0	0	0

Section II F. Action Plan - Monitoring Process  
Phase I

**Description**

Overall monitoring and administration of the Mundelein High School technology plan will be carried out by Dr. Jody Ware, Superintendent and Dr. Anthony Kroll, Director of Curriculum and Instruction. The Long-Range Planning committee and other stakeholder groups will continue to review, analyze and plan for the effective use of technologies in the classroom. Trends in meeting student achievement objectives as defined by state academic standards (PSAE) and national academic standards (ACT) and instructional technology proficiency standards (NETS) will be monitored along with trends in funding, student population, building construction or expansion, changes in bandwidth due to media rich technologies, and the development of new technologies. This data and trends concerning the data will be tracked, collected, analyzed and taken into consideration during the annual review of the plan. The district will assure that adjustments are made as needed to compensate for those and any other factors which might affect the efficiency of the

integration of instructional technology into our students' learning environment and the efficient, viable, ubiquitous access of innovative technologies and telecommunications equipment and services for all stakeholders.

Over the upcoming plan period and beyond, the challenges of supporting the increasing demands of the student/teacher classroom technology and telecommunications will require constant review by both the teaching staff and administrators.

-During the plan period each software application and the lab capacity will be evaluated annually during the annual plan cycle.

-An annual survey will highlight the specific training areas requested by each curriculum department

-Tracking and reporting on specific Read 180 testing will be conducted every term to assure progress and effectiveness of the program

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Reading standards and benchmarks PSAE/ACT scores Data Warehouse Teacher generated technology enriched lesson plans	PSAE/ACT scores Data Warehouse data Completion of activities aligned with technology standards and benchmarks	Quarterly	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum & Instruction
PD Strategy	Department Curriculum Guides Evaluations and attendance NETS for Teachers	Teacher-generated technology enriched lesson plans Increase in number of teachers attending professional development opportunities	Quarterly	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum & Instruction
P/C Strategy	Evaluations and attendance at Parent/Community events (Open House, parent-teacher conferences, etc) Long-Range Planning Committee Webpage hits Communication documents sent to parents	Increased use of reading resources at home Increased attendance at school events by parents and community members Increased use of PowerSchool parent portal	Quarterly	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum & Instruction
Tech D Strategy	District inventory and receipts for subscriptions Student/staff technology use Maintenance of licenses.	Annual maintenance of contracts and subscriptions Timely renewals. Technology inventories will be maintained and analyzed.	Annually End of term	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum & Instruction

Section II F. Action Plan - Monitoring Process  
Phase II

With the District Long Range Plan in place, the effort to increase the integration of technology into the learning process is in the second phase of the multi-year plan. In this phase the effort is in making adjustments to the plan based upon the feedback of the different tools provided.

In conjunction with the constant assessment reviews, the teaching staff in concert with the administration will be evaluating new teaching tools to augment the existing menu of reading aids that are available.

As in the previous year, overall monitoring and administration of the Mundelein High School technology plan will be carried out by Dr. Jody Ware, Superintendent and Dr. Anthony Kroll, Director of Curriculum and Instruction. The Long-Range Planning committee and other stakeholder groups will continue to review, analyze and plan for the effective use of technologies in the classroom. Trends in meeting student achievement objectives as defined by state academic standards (PSAE) and national academic standards (ACT) and instructional technology proficiency standards (NETS) will be monitored along with trends in funding, student population, building construction or expansion, changes in bandwidth due to media rich technologies, and the development of new technologies. This data and trends concerning the data will be tracked, collected, analyzed and taken into consideration during the annual review of the plan. The district will assure that adjustments are made as needed to compensate for those and any other factors which might affect the efficiency of the integration of instructional technology into our students' learning environment and the efficient, viable, ubiquitous access of innovative technologies and telecommunications equipment and services for all stakeholders.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Reading standards and benchmarks PSAE/ACT scores Data Warehouse Teacher generated technology enriched lesson plans	PSAE/ACT scores Data Warehouse data Completion of activities aligned with technology standards and benchmarks	Quarterly	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum & Instruction
PD Strategy	Department Curriculum Guides Evaluations and attendance NETS for Teachers	Teacher-generated technology enriched lesson plans Increase in number of teachers attending professional development opportunities	Quarterly	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum & Instruction
P/C Strategy	Evaluations and attendance at Parent/Community events (Open House, parent-teacher conferences, etc) Long-Range Planning Committee Webpage hits Communication documents sent to parents	Increased use of reading resources at home Increased attendance at school events by parents and community members Increased use of PowerSchool parent portal	Quarterly	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum & Instruction

Tech D Strategy	District inventory and receipts for subscriptions Student/staff technology use	Annual maintenance of contracts and subscriptions Timely renewals. Technology inventories will be maintained and analyzed.	Annually End of term	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum & Instruction
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Section II F. Action Plan - Monitoring Process  
Phase III

In this phase, the Plans are focusing on new multi-year efforts to sustain the progress made to date and expand the implementation of specialized tools and programs for the more unique cases where progress is required.

-New technical approaches will pinpoint the students learning issues and address with customized individual or classroom solutions. These solutions will require more one to one training.

-We will have all teachers trained in interpreting and managing reading and comprehension resources that are available for each student.

- State and Local Scores will be used to determine progress

As in the previous years, overall monitoring and administration of the Mundelein High School technology plan will be carried out by Dr. Jody Ware, Superintendent and Dr. Anthony Kroll, Director of Curriculum and Instruction. The Long-Range Planning committee and other stakeholder groups will continue to review, analyze and plan for the effective use of technologies in the classroom. Trends in meeting student achievement objectives as defined by state academic standards (PSAE) and national academic standards (ACT) and instructional technology proficiency standards (NETS) will be monitored along with trends in funding, student population, building construction or expansion, changes in bandwidth due to media rich technologies, and the development of new technologies. This data and trends concerning the data will be tracked, collected, analyzed and taken into consideration during the annual review of the plan. The district will assure that adjustments are made as needed to compensate for those and any other factors which might affect the efficiency of the integration of instructional technology into our students' learning environment and the efficient, viable, ubiquitous access of innovative technologies and telecommunications equipment and services for all stakeholders.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
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C & I Strategy	Reading standards and benchmarks PSAE/ACT scores Data Warehouse Teacher generated technology enriched lesson plans	PSAE/ACT scores Data Warehouse data Completion of activities aligned with technology standards and benchmarks	Quarterly	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum & Instruction
PD Strategy	Department Curriculum Guides Evaluations and attendance NETS for Teachers	Teacher-generated technology enriched lesson plans Increase in number of teachers attending professional development opportunities	Quarterly	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum & Instruction
P/C Strategy	Evaluations and attendance at Parent/Community events (Open House, parent-teacher conferences, etc) Long-Range Planning Committee Webpage hits Communication documents sent to parents	Increased use of reading resources at home Increased attendance at school events by parents and community members Increased use of PowerSchool parent portal	Quarterly	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum & Instruction
Tech D Strategy	District inventory and receipts for subscriptions Student/staff technology use Lab and Software Utilization	Annual maintenance of contracts and subscriptions Timely renewals. Technology inventories will be maintained and analyzed. 70-80% Lab system use.	Annually End of term	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum & Instruction

Section II G. Action Plan – Budget Summary

Phase I - 2008 - 2009

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students will increase their current performance (49.9% meeting AYP) in reading by 5% on the PSAE/ACT assessments in 2008.	1,075,000	6,000	4,000	0	0	0	0	0	1,065,000
Total Budget for Phase I - 2008-2009	1,075,000	6,000	4,000	0	0	0	0	0	1,065,000

Phase II - 2009 - 2010

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students will increase their 2008 performance in reading by 5% on the PSAE/ACT assessments in 2009.	1,075,000	6,000	4,000	0	0	0	0	0	1,065,000
Total Budget for Phase II - 2009-2010	1,075,000	6,000	4,000	0	0	0	0	0	1,065,000

Phase III - 2010 - 2011

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students will increase their 2009 performance in reading by 5% on the PSAE/ACT assessments in 2010.	1,075,000	6,000	4,000	0	0	0	0	0	1,065,000
Total Budget for Phase III - 2010-2011	1,075,000	6,000	4,000	0	0	0	0	0	1,065,000

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Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Total Budget for Phases I, II, and III - 2008 - 2011	3,225,000	18,000	12,000	0	0	0	0	0	3,195,000

Section III Plan Development, Review and Implementation  
A. Stakeholder Involvement

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

**Stakeholder Involvement**

Representatives from all MHS curriculum departments, administration, and Technivista staff have devoted time to developing a plan that reflects our district vision as well as our vision for the future of technology use at it positively impacts student learning. Reactions and suggestions were sought and obtained from the wider community including parents and students, other school committees such as [M-Pact](#) and the [Long-Range planning committees](#). Fremont Public Library staff member Jan Oblinger was consulted when preparing this plan with the purpose of ongoing evaluation. Fremont Public Library does not have a literacy program for adults, other than their small literacy collection on the second floor of the library. They do provide space for ESL classes on Tuesdays and Thursdays and are currently the location for citizenship classes. Contact was made with College of Lake County and their adult literacy staff as well as consultation with Mundelein High School's adult education coordinator, Joan Hornby, who is an adult literacy provider during plan preparation.

Upon preparing the 2008-2011 technology plan, Gary Longquist, Business Manager, Robert Johnson, Sr., Technivista Staff, and Kathryn Serby, MHS technology staff member coordinated the completion of the document.

Other members of the Long-Range Technology Planning committee are: Karen Havlik, Mundelein High School Board member and parent, Shelley Malham, secretary to the Superintendent and community member, Joan Hornby, Adult Education coordinator and Adult Literacy provider, Dr. Deb Fitzsimmons, Mundelein High School teacher and parent, Karen Chilcote, Mundelein High School teacher, Sheila Ryndak, Mundelein High School librarian, David Mork, Mundelein High School teacher

Section III Plan Development, Review and Implementation  
B. District Internet Safety Policy

Please provide the district's policy pursuant to the Children's Internet Protection Act of 2000(CIPA) and the number of your board-adopted policy in the text box below. The CIPA information must include the following:

**Technology Protection Measure (Filter)**

Schools must certify that they are in CIPA compliance by having an Internet Safety Policy adopted and implemented at the start of the given funding year. This policy must include a Technology Protection Measure that blocks or filters internet access to visual depictions that:

- (a) are obscene,
- (b) are child pornography, or



(c) are harmful to minors.

Internet Safety Policy Schools subject to CIPA are required to adopt a policy that addresses:

1. Access by minors to inappropriate matter on the internet
2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
3. Unauthorized access including “hacking” and other unlawful activities by minors online
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors
5. Restricting minors’ access to materials harmful to minors.

<http://www.mundeleinmustangs.com/BoardOfEducation/BoardPolicyManual/Section6/6235.html>

Mundelein Consolidated High School District 120

6:235

### Acceptable Use Policy

Please refer to the current “Agreement Between the Mundelein High School Board of Education and Mundelein Education Association and Mundelein Educational Support Association.”

#### 1. Acceptable Use

a. The purpose of the Network (infrastructure/software/hardware/school services) is to facilitate communications in support of research and education, by providing access to unique resources and an opportunity for collaborative work. To remain eligible as a user, the use of your account must be in support of and consistent with the educational objectives of the District. All users of the network infrastructure must comply with existing rules and Acceptable Use Policies.

b. Transmission of any material in violation of any United State or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.

c. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

2. **Privilege** - The use of the Network (school infrastructure/hardware/software/etc.) is a privilege, not a right. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of the privilege. The School District, under this agreement, is delegated the authority to determine appropriate use and may deny, evoke, suspend or close any user account at any time based upon their determination of inappropriate use by account holder or user. Student and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District’s Network or District computers. General rules for behavior and communications apply when using electronic networks. The District’s Authorization for 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.

3. **Monitoring** - The District reserves the right to review any material on user accounts and to monitor fileserver space in order to make determinations on whether specific

uses of the network are inappropriate. In reviewing and monitoring user-accounts and files server space, the District shall respect the privacy of user accounts.

**4. Network Etiquette** - All users are expected to abide by the generally accepted rules of network etiquette. These include, but are limited to, the following:

- a. Do not use the network in such a way that you would disrupt the use of the network by other users.
- b. Assume that all communications and information accessible via the network are private property.

**5. No Warranties** - The School District makes no warranties of any kind, whether express or implied, for the service it is providing. The District will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, no-deliveries, missed-deliveries, or service interruptions caused by the District's negligence or by the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they obtain, and consider how valid that information may be.

**6. Security**

- a. Security on any computer system is a high priority, especially when the system involves many users. Users must never allow others to use their password. Users should also protect their password to ensure system security and their own privilege and their ability to continue the use of the system.
- b. Use of another individual's account without express written permission of the account holder is prohibited.
- c. Attempts to log on to the network as a system administrator may result in cancellation of user privileges.
- d. Any user identified as a security risk for having a history of problems with other computer systems may be denied access.

**7. Vandalism and Harassment**

- a. Vandalism and harassment will result in cancellation of user privileges.
- b. Vandalism is defined as any malicious attempt to harm, modify, and destroy data of another user, Internet, or other networks. This includes, but is not limited to, the uploading or creating of computer viruses.
- c. Harassment is defined as the persistent annoyance of another user, or the interference of another user's work. Harassment includes, but is not limited to, the sending of unwanted mail.

**8. Procedures for Use**

- a. All users have the same right to use the equipment. Therefore, users shall not play games or use the computer resources for other non-academic activities.

**9. Encounter of Controversial Material** - Users may encounter material, which is controversial and which users, parents, teachers or administrator may consider inappropriate or offensive. However, on a global network it is impossible to control effectively the content of data and an industrious user may discover controversial material. It is the user's responsibility not to initiate access to such material.

**Penalties for Improper Use**

Any user violating these rules, applicable state and federal laws or posted classroom and district rules are subject to loss of network privileges and any other District Disciplinary options.

**Curriculum**

The use of the District's Network 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**

Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's Network or District computers. General rules for behavior and communications apply when using electronic networks. The District's Authorization for 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. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the systems administrator.

The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

### **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.: No Child Left Behind Act, 20 U.S.C. §6777.

Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).

Enhances Education Through Technology, 20 U.S.C §6751 et seq.

720 ILCS 135/0.01.

CROSS REF.: [5:100](#) (Staff Development Program), [5:170](#) (Copyright), [6:40](#) (Curriculum Development), [6:210](#) (Instructional Materials), [6:230](#) (Library Resource Center), [6:260](#) (Complaints About Curriculum, Instructional Materials, and Programs), [7:130](#) (Student Rights and Responsibilities), [7:190](#) (Student Discipline), [7:310](#) (Restrictions on Publications and Written or Electronic Material)

ADOPTED: September 11, 2007

Peer Review Feedback Form

District Name : MUNDELEIN CONS HSD 120	RCDT #:	340491200130000
<input checked="" type="checkbox"/> Original Submission	Date Peer Reviewed:	04/11/2008
School Years Covered by Plan:	ISBE Approval Date:	06/05/2008
<input checked="" type="checkbox"/> 2008-2009 <input checked="" type="checkbox"/> 2009-2010 <input checked="" type="checkbox"/> 2010-2011	Plan Expiration Date:	06/30/2011

Section Used for Mid-Course Correction Only

Mid-Course Correction(MCC)

Date of Annual Review Leading to MCC: \_\_\_\_\_ Approval Date of MCC: \_\_\_\_\_

Preliminary Information	Requirements
All required identifying district information is complete. Vision statement is included and meets requirements.	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	

Section I: Data and Analysis	Requirements
Data Collection & Information	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
<ul style="list-style-type: none"> <li>● Part A. Illinois School Report Card Data</li> <li>● Part B. Local Assessment Data (as available)</li> <li>● Part C. Other Data -- Item 1,2 &amp; 3</li> <li>● Part D. Technology Deployment</li> <li>● Part E. Data &amp; Analysis - (Meta-Analysis)</li> </ul>	
Comments:	

Section II: Action Plan	Requirements
<p>Part A. Overall Review of Action Plan</p> <p style="text-align: right;"><input checked="" type="radio"/> Meets    <input type="radio"/> Does Not Meet</p> <ul style="list-style-type: none"> <li>● A.1 Goals</li> <li>● A.2 Strategies and Activities</li> <li>● A.3 Budget</li> </ul> <p>Comments:</p>	
<p>Part B. Curriculum Integration Strategies and Activities</p> <p style="text-align: right;"><input checked="" type="radio"/> Meets    <input type="radio"/> Does Not Meet</p> <p>Comments:</p>	
<p>Part C. Professional Development Strategies and Activities</p> <p style="text-align: right;"><input checked="" type="radio"/> Meets    <input type="radio"/> Does Not Meet</p> <p>Comments:</p>	
<p>Part D. Parent/Community Involvement</p> <p style="text-align: right;"><input checked="" type="radio"/> Meets    <input type="radio"/> Does Not Meet</p> <p>Comments:</p>	
<p>Part E. Technology Deployment</p> <p style="text-align: right;"><input checked="" type="radio"/> Meets    <input type="radio"/> Does Not Meet</p> <p>Comments:                      MINOR REVISION: End dates in all 3 phases need to be changed from July 1 to June 30. Review Team noted ERATE amount entered for telecommunications is 100% and should reflect projected discount and where remaining amount is budgeted as per 470 Form. CHANGES COMPLETE June 3 2008</p>	

Part F. Monitoring	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments:	

Section III: Plan Development, Review, and Implementation	Requirements
Part A. Stakeholder Involvement	Part B. Internet Safety Policy
<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet	
Comments:	

ISBE Review
<input checked="" type="radio"/> Approved <input type="radio"/> Revisions Needed <input type="radio"/> Not Approved
Comments:
4/11/08 FBishop: Based on the recommendation made by a panel of reviewers, the Illinois State Board of Education finds this plan to be in need of revision. Please note the comments regarding necessary action above and contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan. 6/5/2008 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan as resubmitted.