Initial Submission	02/25/2011
ISBE Approved	05/11/2011
MCC Review Date	
MCC Approval Date	

District Information

1. District Information

District Name:	Mundelein Cons HSD 120		District Address:	1350 W Hawley St
City/State/Zip:	Mundelein, IL 60060 1504		RCDT Number:	340491200130000
Superintendent:	Dr. Jody Ware		Superintendent Email:	jware@d120.org
District Phone:	8479492200		District Fax:	8479494614
TIP Contact Name:	Dr. Anthony Kroll		TIP Contact Email:	akroll@d120.org
TIP Contact Phone:	8479492200		TIP Contact Fax:	8479494614

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

During the course of annual review for e-Rate this plan was found to be in need of mid-course correction on

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.

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, future funding** and technological needs
- that informational technology address increased needs for **bandwith due to media rich technologies** (i.e.: video, audio, on-line textbooks)

Section I A. Data & Analysis — Report Card Data
Item 1— 2010 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**	2010-11 Federal Improvement Status Corrective Action Year 2
Is this District making AYP in Mathematics?	**No**	2010-11 State Improvement Status Academic Watch Status Year 4

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	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		77.5			77.5			91		80	
All	99.8	Yes	99.8	Yes	54.5		No	59.2		No			89.9	Yes
White	99.7	Yes	99.7	Yes	65.7	73.1	No	68.0	72.1	No			94.5	
Black														
Hispanic	100.0	Yes	100.0	Yes	30.4	42.0	No	34.5	40.5	No			78.0	
Asian/Pacific Islander														
Native American														

—

Multiracial/Ethnic													
LEP													
Students with Disabilities	98.9	Yes	98.9	Yes	14.4		No	12.2		No			
Economically Disadvantaged	99.2	Yes	99.2	Yes	27.7	38.2	No	35.3	37.3	Yes			81.2

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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% 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 77.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% 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.

2010 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the District is:	Comprehensive
Is this District making AYP in the "ALL" subgroup in reading?	No
Is this District making AYP in the "ALL" subgroup in math?	No

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate in the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to districts in federal improvement status that do not make AYP**.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a district's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between districts that need focused support versus more comprehensive interventions.

If a district does make AYP in ALL-student group in both reading and math, this district will be classified as a focused district; otherwise, the district will be identified as a comprehensive district.

Section I A. Data & Analysis — Report Card Data
Item 2 — 2010 AMAO Report

AMAO Reports for 2010 are not yet available for posting.

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

District Information								
	2003	2004	2005	2006	2007	2008	2009	2010
Attendance Rate (%)	94.1	94.4	94.1	93.0	94.3	93.1	94.3	94.4
Truancy Rate (%)	2.0	3.5	2.8	5.2	5.6	2.5	2.2	1.1
Mobility Rate (%)	2.8	6.1	7.3	9.6	11.9	11.0	8.8	12.2
HS Graduation Rate, if applicable (%)	92.5	83.4	88.9	92.5	95.1	91.0	88.1	89.9
HS Dropout Rate, if applicable (%)	0.6	3.6	2.0	3.0	3.7	3.2	2.4	2.5
District Population (#)	1,972	2,078	2,093	2,269	2,286	2,260	2,222	2,203
Low Income (%)	17.4	20.5	23.9	24.5	21.2	18.8	24.2	25.6
Limited English Proficient (LEP) (%)	7.8	8.4	3.1	1.0	3.3	3.5	3.6	2.5
Students with Disabilities (%)	-	-	-	-	-	-	-	14.8
White, non-Hispanic (%)	67.8	67.5	63.2	63.0	60.8	60.6	57.8	56.2
Black, non-Hispanic (%)	1.8	1.3	1.9	3.0	3.2	3.6	2.9	2.7
Hispanic (%)	25.2	26.1	26.8	26.5	28.7	28.2	30.8	32.5
Asian/Pacific Islander (%)	5.1	5.1	6.0	5.4	6.0	5.7	5.8	5.2
Native American or Alaskan Native(%)	0.1	0.1	0.2	0.1	0.1	0.5	0.2	0.0
Multiracial/Ethnic (%)	-	-	1.9	2.0	1.0	1.4	2.5	3.4

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 (%)
DISTRICT	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
STATE	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)
DISTRICT	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
STATE	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	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5
All	57.4	59.7	49.9	53.4	58.6	54.4
White	67.4	65.4	61.3	62.6	70.3	66.6
Black	46.2	47.1	23.1	27.8	29.4	26.7
Hispanic	23.7	28.0	14.5	30.7	35.5	29.1
Asian/Pacific Islander	61.1	79.3	52.6	54.0	55.2	61.5
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	84.6	-	-	72.8	72.2
LEP	-	-	-	4.5	5.6	-
Students with Disabilities	11.6	18.8	22.7	15.4	10.5	10.6
Low Income	33.9	34.8	18.5	29.6	31.3	25.6

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)

Groups	2005	2006	2007	2008	2009	2010
[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Mathematics grade 11						
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5
All	56.0	57.9	55.1	57.8	58.1	58.8
White	66.4	64.9	64.5	65.5	69.1	68.5
Black	23.1	41.2	23.1	27.8	23.5	33.3
Hispanic	21.6	23.2	24.8	31.5	33.8	33.2
Asian/Pacific Islander	72.3	82.8	60.5	83.8	72.4	80.8
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	61.6	-	-	72.7	88.9
LEP	-	-	-	27.3	16.7	-
Students with Disabilities	11.6	18.4	22.7	19.2	5.3	9.4
Low Income	25.0	29.5	27.1	30.6	30.3	33.1

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

Section I A. Data & Analysis — Report Card Data

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

Summary of the Data

REPORT CARD DATA

District Report card can be found at the following this link

http://www.d120.org/assets/1/district_120/2010_school_report_card.pdf

2010 student data indicates the following:

AYP of MHS students

1. The aggregregate "All" student group did not meet AYP in Reading. Student scores declined from 58.5% to 54.7%. There was also a decline in the White reading scores from 70.1% to 66.7%.

2. The Hispanic, Students with Disabilities, and Economically Disadvantaged subgroups did not meet AYP for Reading. The Hispanic subgroup scores declined from 35.5% to 30.1%. The Students with Disabilities subgroup score declined but there was no comparative data in the 2009 year. There was a decline in performance from 15.4% to 14.6%. The economically disadvantaged subgroup declined from 31.3% to 26.8%.

Enrollment History

Year	Enrollment	White	Black	Hispanic	Asian/Pacific Islander	Native Indian	Multi-Racial
2008	2260	60.6%	3.6%	28.2%	5.7%	.5%	1.4%
2009	2222	57.8%	2.9%	30.8%	5.7%	.2%	2.5%
2010	2285	55%	3.4%	31.2%	4.7%	1.9%	3.5%

*Source: School Report Card/Power School (9/17/2010)

Enrollment is increasing. White, Asian/Pacific and Native Indian populations are declining, Black, Hispanic, and Multiracial populations are increasing.

Low-Income Rate

Year	Rate
2008	18.8%

| 2009 | 24.2% |
| 2010 | 31% |

*Source: School Report Card/Power School (9/17/2010)
Low income rate is increasing.

Limited English Proficiency Rate

Year	Rate
2008	3.5%
2009	3.6%

*Source: School Report Card/Power School (9/17/2010)
Limited English Proficiency rate is increasing.

Mobility Rate

Year	Rate
2008	11.0%
2009	8.8%
2010	12.3%

*Source: School Report Card/Power School (9/17/2010)
After a decline in 2009, mobility rate is increasing.

Teacher Demographics

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Male (%)	Female (%)
2008	97.5	0	0.8	1.6	0	51.4	48.6
2009	97.2	0	1.2	1.6	0	52.8	47.2
2010	96.7	0	0.8	2.5	0	47.6	52.4

Most teachers are white. There are more female teachers than male teachers.

Teacher Characteristics

Year	Total Teacher FTE (N)	Avg. Teacher Experience (Years)	Avg. Teacher Salary ($)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency or Provisonal Creds (%)	Classes not taught by Hi Qualified Teachers
2008	122	13.6	79,285	23.9	76.1	-	21.6	0	0
2009	127	14	81,705	22.9	77.1	-	20.3	0	0
2010	120	14.1	83,101	23.4	76.6	-	21.2	0	0

Teachers average 14 years or more in experience. Most have a Master's degree. Pupil to teacher rate is increasing.

Analysis of the Data:

2010 student data indicates the following:

AYP of MHS students

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

2. The Hispanic, Students with Disabilities, and Economically Disadvantaged subgroup scores declined.

3. Based on trend data, without intervention, no subgroups will make AYP next year.

4. Interventions must be made to improve student achievement.

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

The data analysis indicates:

--declining reading scores in all subgroups

--a changing demographic student population

--limited English Proficiency rate is increasing

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.

The district will create a comprehensive school-wide reading curriculum and program for all students in order to **improve student achievement** in **reading.**

The district will provide literacy coaching to model research-based instructional strategies or best practices in secondary reading, observe teacher delivery of reading strategies and provide ongoing feedback to the teachers with **the end result being increased student achievement in reading.**

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.

Tools Used

Local assessment was collected in the following areas:
--Mundelein High School Long-Range-Plan-on-a-Page
http://www.d120.org/about/plan_on_a_page/default.aspx
--School Report Card (2010)
--NWEA/MAP Assessment (Fall/Winter/Spring; grades 9-12 - Special Education Students)
--E-PAS Assessments (EXPLORE, PLAN, Practice ACT) (Fall, Spring; grades 8-10)
--Media Center Literacy for Incoming 9th Graders (Fall)
--PowerSchool Data (parent/student access) (Ongoing; grades 9-12)
--Partners4Results Data Warehouse for Common Assessments (Ongoing; grades 9-12)
--Data Walks - Classroom Walkthroughs (Ongoing; All Classrooms)
--Scholastic Reading Inventory (Title I, ELL and Special Education Students) (Ongoing, grades 9-12)
--Staff Technology Survey (January, 2011)
--Student Technology Survey (December 2010/January 2011; grades 9-12)

How the data is used in school improvement:

The above tools are used to assess student achievement as well as to determine interventions necessary to increase student reading achievement.

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

Summary and Analysis

The data shows:
--In review of E-PAS assessments (EXPLORE, PLAN, Practice ACT), it is evident that many students are scoring below college-readiness benchmarks in reading. The average score for the EXPLORE test was 13.4, benchmark is 15. The average score for the PLAN was 14.3, benchmark is 17. The average score for the Practice ACT was 15.7, benchmark is 21.
--EXPLORE Assessment Summary indicates that more than 50% of our students are entering 9th grade **reading below grade level.**
--In addition, review of NWEA MAP assessment data and Scholastic Reading Inventory shows that of the students tested, 75% percent of these students are reading below grade level.
--Student achievement in reading needs to increase in all subgroups.
--Technology needs to be further integrated into the learning environment to **assess, support, and promote 21st century skills across the curriculum**.
--Early intervention protocol (RtI) needs to be implemented to provide support **before failure in coursework due to reading ability**.
--A comprehensive **school-wide reading program** needs to be developed to **improve student achievement in reading**.
--MHS teachers are committed to providing a technology-rich, research-based curriculum and have access to technology in their classrooms, lounge and offices.
--Thirteen percent of all students do not have access to the Internet in their homes
--Six percent of all students do not have access to computers in their homes

Analysis:
--All subgroups are deficient in reading skills.
--EXPLORE Assessment Summary indicates that more than 50% of our students are entering 9th grade **reading below grade level**.
--At this point, there is no early intervention protocol (RtI) needs to be implemented to provide support **before failure in coursework due to reading ability**
--There is no current comprehensive **school-wide reading program** needs to be developed to **improve student achievement in reading**.
--If parents have technology in the home, they are more likely to monitor student progress through PowerSchool.
--Students need reading interventions in order to succeed in the classroom
--Students need additional information literacy curriculums.

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 Key Factors:

--Student subgroups are deficient in reading
--A significant number of incoming students are reading below grade level
--Thirteen percent of students do not have access to the Internet at home and six percent do not have computers.
--All teachers have access to systems in their classrooms, teachers lounge and department offices but teachers do not always use the technology available.
--Students need access to additional information literacy curriculums.

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.
Conclusions:

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

All students will have the opportunity to develop technology skills and access technology resources that **support student achievement in reading**, 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:

List of Tools and Dates Assessed:

- Parent/Community Climate Survey - February, 2010
- Power School Parent Contact - Ongoing
- Open House Survey - August, 2010
- Incoming 9th Graders Curriculum Night Parent Survey - January, 2010
- Teacher Technology Survey - January, 2010
- Teacher Climate Survey - February, 2010
- Student Climate Survey - February, 2010
- Project 2014 Long-Range-Plan-on-a-**Page** - Fall, 2010
- Student-Administration Cabinet - Monthly
- Parent Teacher Conferences - Fall and Spring
- Board of Education Meetings - Bi-Monthly
- Student Handbook Committee - Annual
- District Website Statistics - Daily
- E-PAS Data - Annual
- Community Demographics - US Census Bureau
- School Report Card - About Students (http://iirc.niu.edu/District.aspx?source=About_Students&source2=Educational_Environment&districtID=34049120013&level=D)

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

Summary of Significant Data/Identification of Key Factors/Needs

Attributes
--Web statistics indicate the community, parents and students rely on on the updated website for information.
--Parents access PowerSchool
--The media center is open weekdays from 7:00 am to 4:30 pm to provide students access to technology.

Challenges for the District:
--Our demographics are changing to more students of color in 9th and 10th grade than white
--More students have a home language other than English
--Our low-economic population is increasing from 18% to 33% in two years

Analysis
Parents and students check PowerSchool (Student Information System)

Total logins by parents:	54247
Total logins by students:	74429
Total logins by parents and students combined:	128676
Number of students whose records were accessed:	1895 / 2234 (84.8%)
Avg. length of parent visit (minutes):	8.8
Avg. length of student visit (minutes):	11.3
Avg. number of parent logins per day:	324.8
Avg. number of student logins per day:	446.0
Avg. number of parent and student logins per day combined:	770.8
Progress Reports Emailed to Parents	
Number of parents signed up to receive progress reports via email:	178 (24.4%)

Students who are considered low income have less opportunities to access technology in the home and so rely on the school district to provide technology access.

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

--Greater access to information in the home language regarding their **student's achievement** assists parents in supporting their student.

--Some parents do not have access to technology or have other barriers such as language, and therefore are less able to support their **student's achievement.**

Conclusions:

The district will continue to support student achievement but struggles to overcome challenges; low **reading** scores in subgroups, growing low income population, and **limited access to technology** at home in the low income homes.

The district will provide **access to technology** for all students to support **student achievement.**

Educator Qualifications and Professional Growth and Development Data

Tools:

- ISBE Teacher Service Record (Ongoing)
- Lake County Regional Office of Education (Ongoing)
- District Report Card, 2010 (Annually)
- **Mundelein High School Teacher Technology Survey (Winter)**
- Mundelein Institute of Technology Survey (Spring/Fall)
- Mentoring program for New Teachers (Ongoing)
- Attendance Logs (Quarterly)
- Professional Development Feedback (Ongoing)
- Professional Learning Communities (2-3x per month)
- Data Walks (Monthly)

Summarize the Data - This box should include a summary and analysis of the significant data.
Teacher Data Summary and Analysis:

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.

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.

2010 Illinois District School Report Card
Teacher Demographics http://iirc.niu.edu/District.aspx?source=About_Educators&districtID=34049120013&level=D

Teacher Technology Survey/Mundelein Institute of Technology Survey
Teachers were surveyed on ten areas of student computer use in their classrooms and on their comfort level on a variety of technology tasks. Teachers rely on email and the web page Intranet for school information. Teachers are aware of a wide variety of technology resources (computers, SMART boards, laptop carts, software, etc.) that exist in the school. Staff agree 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 and **professional development** for staff.

Mentoring Program
Teachers value the expertise and experience of their peers. Training time was given on new technologies.

Attendance Logs
The Business Office runs attendance logs on teachers quarterly.

Professional Development Feedback
Data shows teacher understanding of professional development content is appropriate to developing professional growth.

Professional Learning Communities

Professional Learning Communities provide multiple opportunities for professional growth and curriculum development. PLC reviews and reflects on data walk statistics and student performance creating SMART goals for improvement of student achievement.

Data Walks
Data walks data represents the implementation of strategies learned in the professional development training.

Analysis
The majority of staff want to use new and innovative technologies. There is a need for additional **professional development time** in innovative technologies to improve instruction.There is also a need for additional training and **professional development** in new technologies brought into the building (SMART boards, document cameras) to **increase staff confidence in using the equipment and software. This technology is critical engaging students in classroom presentations and lessons.**

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 **innovative** technology in their classrooms.
--Some teachers are more confident and **capable** of 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 **integrate innovative** technology in their classrooms to enhance their curriculum but need additional training to **improve their skill levels**.

Teachers are interested in increasing their **capacity** to intergrate technology into the curriculum.

Professional development offerings should **support increased expertise** in new and emerging technologies and **continued support** in all other areas to improve instruction as

teachers integrate technology into the curriculum.

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

- Project 2014 Long Range Plan-on-a-Page Committee (Ongoing)
- Adult Literacy Programs (Ongoing)
- Fremont Public Library, Mundelein (Ongoing)
- District Emergency Crisis Plan (Ongoing)
- PowerSchool Parent access statistics report (Quarterly)
- **Parent/Community Climate Surveys (Annually)**
- Student Attendance Data (Ongoing)
- Parent Contact Statistics (Quarterly)
- Universidad de los Padres (Quarterly)
- Parent Boot Camp (Quarterly)
- Title 1 Parent Meetings (Quaterly)

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

Data Shows:

--The Plan on a Page Committee supports technology integration throughout the curriculum. 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.Over 60 members from the community were involved.
--Mundelein High School Adult Education department provides English as a Second Language (ESL) classes for approximately 155 community members, General Educational Development (GED) for approximately15 community members and a Citizenship Preparation program. The Lake County Adult Learning Connection is concerned with adult and family literacy.
--Fremont Public Library provides library services for the Mundelein community of 30,000.
--Mundelein High School has a Board approved crisis plan in place.
--Parent access of PowerSchool shows approximately 85% of student records have been accessed through the parent portal of PowerSchool.
--Parent/Community Climate Surveys show 76% of parents/community use the district website for information.
--Student Attendance Data shows the average daily student attendance is 95%.
T--he annual parent contact rate is 100%.
--Parent/Teacher conferences are attended by 25% of our parents and this number is decreasing from previous years.
--Attendance at parent meetings, such as Universidad de los Padres, Parent Boot Camp, and Title 1 Parent Meetings, have increased slightly over the past three years.
--Parent Meetings are offered to all 565 parents of students who qualify for Title 1 funding.

Analysis
--Parents and community want communication between home and school.
--Parents and community want to be involved in the school
--The school offers programs for parents and community to become involved in the school
--PowerSchool and the website provide two powerful communication tools for the parents, community and district.
--The analysis shows that though offered, most community members do not take advantage of the school programs.

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:

--The district offers opportunities to **involve** community members and the public, but they are often not well attended.
--Programs such as Universidad de los Padres, Parent Boot Camps and Title 1 Parent Meetings are important **communication** tools and offer a way to **involve** the community in the school.
--Approximately 13% of our community does not have access Internet access in their homes.
--PowerSchool provides a means for parents to review student data. It also provides a means for parents to **communicate** with teachers.
--The district website provides current school information and is a **communication-medium** between the school and parents and community members

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 will be developed to increase **parent and community involvement**.
-Goals and strategies will be identified for meeting the needs of students and families who do not have access to technology in their homes.
-**Communication** strategies will be developed to provide **collaboration** between district and parent/community through the use of technology (PowerSchool and District website).

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.
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. Special Education web-based services and a web based application SDS (Specialized Data Systems) for financial accounting support. We have not included staff owned devices or systems in this inventory.

Tools used:

District/Technology Budget - July 2010
Hardware and Software Inventory Data - November, 2010
Network Infrastructure Analysis (ongoing) - November, 2010
Mundelein High School's "Plan on a Page" (Technology component) - 2010
Follett/Destiny (library management software) - Annually

TECHNOLOGY INFRASTRUCTURE:

District 120/MHS is continuing to construct a very robust 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 PC desktop system, TV, DVD/VCR player and phone. In 47 of our classrooms, A/V equipment has been replaced with interactive white boards.

Within this building we have the following:

The main internal network is based upon gigabit Ethernet backbone to the data. Over a dozen switch closets, housing multiple switches, are located throughout our facility connecting over 950 desktop and portable systems. We also have a campus-wide wireless network that services our mobile laptop devices as well as teacher-owned laptops. 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 (20Mb) fiber optic link to our ISP center. The internal network also supports a VoIP phone system that connects over 200 IP phone devices to the external telecommunication network. All production server designated systems, including the VoIP phone server, are housed in the high school's data center. This room is equipped with UPS units, separate AC units and is also connected to the building's natural gas backup power generators.

The first phase of a new IP-based security camera system was installed in 2010. Forty-six (46) cameras are presently in operation. This system will be expanded to include approximately seventy (70) cameras in total, covering every entrance and nearly every hallway and "common" area in the building.

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

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 has recently completed a network upgrade that increased the reliability and capacity of our internal switches and ultimately our backbone network.We will also continue our LCD projector and interactive whiteboard installations over the next three years.

TECHNOLOGY INFRASTRUCTURE DESIGN

Our topology consists of a 1GB fiber backbone and 1GB switched network ports to all PC desktops.

Wireless 802.11b/g/n access is available campus-wide for district PC desktops and laptops.

Guest wireless access is provided for teacher-owned personal computing devices.

HARDWARE INVENTORY

All desktop and/or laptops have 1GB network connectivity and CIPA-compliant content-filtered Internet access.

All classroom and offices are wired for network and phone access.

All desktops and/or laptop have network printer access.

All desktops and laptops under three (3) years of age are under vendor warranty.

SOFTWARE INVENTORY

Our standard desktop image contains Microsoft Office and a variety of other "standard" applications.

Citrix Desktop is used by staff for secure remote connectivity.

Our student information system is POWERSCHOOL by Pearson Education

Scholastic Achievement Manager (SAM) is installed in the SRI / READ 180 lab

Software and Network Solutions (SANS) / Sony Soloist is installed in the foreign language lab

Autodesk's AutoCAD CAD/CAM software is utilized in our engineering lab

NovaNet Courseware by Pearson is installed in the reading lab

Approximately thirty-six (36) other software titles are used in other classroom labs

Microsoft Windows is our primary client platform.

Apple platforms are used in selected lab and department applications.

Follett/Destiny (library management software)

TELECOMMUNICATION EQUIPMENT AND SERVICES

The district utilizes a VoIP internal phone system.

INTERNET ACCESS

Internet access is provided by Illinois Century Network (ICN) and AT&T using an OPT-E-MAN (20MB) fiber backbone to the Internet.

Analysis
Currently our budget provides for a 3 year rotation of desktops. The district has increased the number of computers available to students. Network enhancements have greatly have increased the stability and performance of the infrastructure.
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.

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 ensure student achievement through the use of technology by focusing on the following areas:
   a. Maintain the technology leadership position and vision
   b. Maintain a stable, reliable and highly available network infrastructure
   c. Provide adequate "end-of-life" rotation on older equipment
   d. Increase internal infrastructure capacity by providing 10GB fiber backbone to all switch closets to support content-rich Internet media
   e. Increase Internet bandwidth to support increased access to content-rich Internet media
   f. Continue LCD projector and interactive whiteboard installations in classrooms

2. Emphasis by the BOE, District and Administration on technology as the best lever to increase student performance

3. Maintain a program of professional development for IT staff to enhance their expertise and ability to provide and support the faculty in their efforts to increase student achievement in the classroom.

The District will continue to strive to make Mundelein High School a leader in the deployment and use of technology by providing a stable, highly available network and **technology systems/equipment, tools and policies** to increase our overall student achievement.

The District will continue this leadership by leveraging our network equipment and providing **tools and creating policies** with the goal of providing increased staff, parent and student access to our network beyond the normal school day. Increased 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 as outlined in this plan with the goal of increasing **student achievement**.

District Technology Inventory - District Information

Number	
2281	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
142	Number of Teachers (FTE - this does not include teacher aides)
16	Number of Administrators
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
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	Total number of instructional school 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	Total number of non-instructional school 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	89
	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	7
	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	14
	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	40
	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	5
	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)

		High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	92	0	92	0	0	0	0	0	0	92	0	92

	5+ years	25	0	25	0	0	0	0	0	0	25	0	25
	SubTotal	117	0	117	0	0	0	0	0	0	117	0	117
Dedicated Computer Lab	Under 2 years	37	0	37	0	0	0	0	0	0	37	0	37
	2-5 years	198	0	198	0	0	0	0	0	0	198	0	198
	5+ years	71	0	71	0	0	0	0	0	0	71	0	71
	SubTotal	306	0	306	0	0	0	0	0	0	306	0	306
Media Center/Library	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	28	0	28	0	0	0	0	0	0	28	0	28
	SubTotal	28	0	28	0	0	0	0	0	0	28	0	28
Mobile Computer Lab	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
Administrative Offices	Under 2 years	6	0	6	0	0	0	0	0	0	6	0	6
	2-5 years	21	0	21	0	0	0	0	0	0	21	0	21
	5+ years	17	0	17	0	0	0	0	0	0	17	0	17
	SubTotal	44	0	44	0	0	0	0	0	0	44	0	44
Teacher Offices	Under 2 years	1	0	1	0	0	0	0	0	0	1	0	1
	2-5 years	38	0	38	0	0	0	0	0	0	38	0	38
	5+ years	13	0	13	0	0	0	0	0	0	13	0	13
	SubTotal	52	0	52	0	0	0	0	0	0	52	0	52
Other Locations	Under 2 years	8	0	8	0	0	0	0	0	0	8	0	8
	2-5 years	4	0	4	0	0	0	0	0	0	4	0	4
	5+ years	4	0	4	0	0	0	0	0	0	4	0	4
	SubTotal	16	0	16	0	0	0	0	0	0	16	0	16

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
Instructional Classroom	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
Dedicated Computer Lab	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
Media Center/Library	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	1	0	1	0	0	0	0	0	0	1	0	1
	SubTotal	2	0	2	0	0	0	0	0	0	2	0	2
Mobile Computer Lab	Under 2 years	174	0	174	0	0	0	0	0	0	174	0	174
	2-5 years	93	0	93	0	0	0	0	0	0	93	0	93
	5+ years	16	0	16	0	0	0	0	0	0	16	0	16
	SubTotal	283	0	283	0	0	0	0	0	0	283	0	283
Administrative Offices	Under 2 years	4	0	4	0	0	0	0	0	0	4	0	4
	2-5 years	8	0	8	0	0	0	0	0	0	8	0	8
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	12	0	12	0	0	0	0	0	0	12	0	12
Teacher Offices	Under 2 years	7	0	7	0	0	0	0	0	0	7	0	7
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	4	0	4	0	0	0	0	0	0	4	0	4
	SubTotal	11	0	11	0	0	0	0	0	0	11	0	11

Other Locations	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)

		High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Tablet Computers		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	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
Dedicated Computer Lab	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
Media Center/Library	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
Mobile Computer Lab	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
Administrative Offices	Under 2 years	18	0	18	0	0	0	0	0	0	18	0	18
	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	19	0	19	0	0	0	0	0	0	19	0	19
Teacher Offices	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
Other Locations	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)

		High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Servers		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	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
Dedicated Computer Lab	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
Media Center/Library	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
Mobile Computer Lab	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
Administrative Offices	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
Teacher Offices	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
Other Locations	Under 2 years	8	0	8	0	0	0	0	0	0	8	0	8
	2-5 years	8	0	8	0	0	0	0	0	0	8	0	8
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	16	0	16	0	0	0	0	0	0	16	0	16

District Technology Inventory - Operating Systems

PCs		
Location	**Type**	**Number**
Instructional Classroom	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	117
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	117
Dedicated Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	306
	Windows 2000 (any version)	0

	Windows 95/98	0
	Other PC	0
	Subtotal	306
Media Center/Library	Windows 7	16
	Windows Vista	0
	Windows XP (any version)	14
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	30
Mobile Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	283
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	283
Administrative Offices	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	56
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	56
Teacher Offices	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	63
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	63
Other Locations	Windows 7	0

	Windows Vista	0
	Windows XP (any version)	16
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	16
Macintosh		
Instructional Classroom	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
Dedicated Computer Lab	MAC System 10.x	30
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	30
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	0
	Other MAC	0
	Subtotal	0
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
	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	0
	Routers	0
	Switches	10
	Wireless Access Points	54
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	6
	Wireless Access Points	8
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	3
	Wireless Access Points	3
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0

	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	14
	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	6
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	2
	Switches	5
	Wireless Access Points	3
	Firewall	2
	Spam Filter	2
	Content Filter	2
	Intrusion Detector	2

District Technology Inventory - Licensed Software

Yes	No	Software Type
◉	○	Networking
◉	○	Personal Productivity Tools (Word Processing, Spreadsheet, Database, Communications)
◉	○	Multimedia (Graphics, Desktop Publishing, Illustration, CAD, Animation, Video editing etc.)
◉	○	Desktop Publishing
◉	○	Business Software (Accounting, Mapping, Project Management, Desktop Organizers, etc.)
◉	○	Programming packages (Computer Programming)
◉	○	Student Information Management Systems
◉	○	Filtering/Blocking Software
◉	○	Anti-Virus
◉	○	Other

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	65	23	88
Stand-alone Printers/Multifunctional Units	0	0	0
Stand Alone Scanners	0	0	0
Digital Cameras	6	4	10
Camcorders/Movie Cameras	18	0	18
Satellite Dishes	0	0	0
Televisions	100	8	108
Video Microscopes	4	0	4
LCD Panels/Projection Devices	40	4	44
Fax Machines	0	0	0

Graphing Calculators	235	10	245
PDAs	0	0	0
Assistive/Adaptive Devices/Student Response Devices	18	0	18
GPS Devices/Geocaching	0	0	0
Science Probeware	10	0	10
Modems	0	0	0
Electronic Whiteboards	46	0	46
Whiteboard Peripherals (clickers, note capturing devices)	0	0	0
Document Cameras	40	0	40
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
	Number		
Classrooms with telephones	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

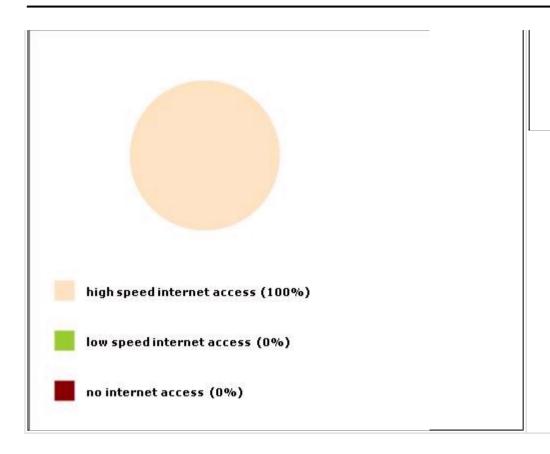<div style="background-color:#4472a8; color:white; text-align:center; padding:6px; font-weight:bold;">Section I D Data & Analysis — District Technology Inventory Report</div>

District Information:

District Information:

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
2281	470	142	16

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

Instructional School Building Internet Access (Chart) :   **Non-Instructional Buildings Internet Access (Chart) :**

There is no data

high speed internet access (100%)

low speed internet access (0%)

no internet access (0%)

Computer Inventory:

| Type and Location | Classrooms | | Dedicated Computer Lab | | Media Center / Library | | Mobile Computer Lab | | Offices | | | | Other Locations | |
| | Instructional | | | | | | | | Administrative | | Teachers | | | |
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	117	0	306	0	28	0	0	0	44	0	52	0	16	0
Laptops	0	0	0	0	2	0	283	0	12	0	11	0	0	0
Tablets	0	0	0	0	0	0	0	0	19	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	16	0
	117	0	306	0	30	0	283	0	75	0	63	0	32	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
	117	306	30	283	75	63	32

Students per Computer						3.04

Computers with High Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional								Administrative		Teachers			
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	117	0	306	0	28	0	0	0	44	0	52	0	16	0
Laptops	0	0	0	0	2	0	283	0	12	0	11	0	0	0
Tablets	0	0	0	0	0	0	0	0	19	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	16	0
	117	0	306	0	30	0	283	0	75	0	63	0	32	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
	117	306	30	283	75	63	32

Students per Computer with High Speed Access						3.04

Computers with Low Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional								Administrative		Teachers			
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	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								Administrative		Teachers			
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 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	
	0		0		0		0		0		0		0	
Students per Computer with No Internet Access											0			

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
52	185	18	353	102	1	158	21	0

Internet Access:

Number of Rooms	Type
0	10 mb Ethernet

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

Operating Systems:

Number of Computers	Type	Number of Computers	Type
16	Total Number of Computers with Windows 7	30	Total Number of Computers with MAC System 10.x
0	Total Number of Computers with Windows Vista	0	Total Number of Computers with MAC System 9.x
855	Total Number of Computers with Windows XP (any version)	0	Total Number of Computers with MAC System 8.x
0	Total Number of Computers with Windows 2000 (any version)	0	Total Number of Computers with MAC System 7.x
0	Total Number of Computers with Windows 95/98	0	Total Number of Computers with Other MAC
0	Total Number of Computers with Other PC		

Other Technologies:

Total	Type	Total	Type
88	Number of Networked Printers/Multifunctional Units	0	Number of PDAs
0	Number of Stand-alone Printers/Multifunctional Units	18	Number of Assistive/Adaptive Devices/Student Response Devices
0	Number of Stand Alone Scanners	0	Number of GPS Devices/Geocaching
10	Number of Digital Cameras	10	Number of Science Probeware
18	Number of Camcorders/Movie Cameras	46	Number of Electronic Whiteboards

0	Number of Satellite Dishes	0	Number of Whiteboard Peripherals (clickers, note capturing devices)
108	Number of Televisions	40	Number of Document Cameras
4	Number of Video Microscopes	0	Number of MP3/ Electronic Readers, Kindles, etc.
44	Number of LCD Panels/Projection Devices		
0	Number of Fax Machines		
245	Number of Graphing Calculators		

Distance Learning

Number of Access Points	DistanceLearning
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.

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

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

Phase I Goal 1 Title:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Section II B. Action Plan — Curriculum and Instruction

Phase I Goal 1 Title:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

Implement a school-wide reading program of course offerings utilizing instructional technology such as Achieve 3000, READ 180, and System 44 to increase student achievement.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Student reading comprehension will be expanded through the implementation of instructional technology software (i.e. Read 180; System 44; Achieve 3000; and Nova Net;) allowing access to classroom instructional materials for special education, ESL/ELL, non-traditional and Title I students reading below grade level.	07/01/2011	06/30/2012	397,000	300,000			67,000	20,000	0	0	0	10,000
2 Low Lexile reading materials (textbooks, software, eBooks, non-fiction books) will be purchased for student use in the classroom and media center to increase student achievement.	07/01/2011	06/30/2012	30,000	10,000			10,000	0	0	0	0	10,000
3 Student achievement in reading will be measured through SRI, NovaNet, Achieve 3000, E-PAS, course common assessments and standardized assessment .	07/01/2011	06/30/2012	25,000	15,000			10,000	0	0	0	0	0

Strategy 2

Implement a school-wide reading program of course offerings, literacy coaching and professional development to increase student achievement.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 A literacy coach introduce, model, practice, and observe specific reading strategies for instructors to use with students in core and elective courses throughout the building to increase student achievement.	07/01/2011	06/30/2012	115,000	80,000			10,000	25,000	0	0	0	0
2 Student achievement in reading will be measured through SRI, NovaNet, Achieve 3000, E-PAS, course common assessments and standardized assessment.	07/01/2011	06/30/2012	40,000	20,000			20,000	0	0	0	0	0

Strategy 3

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

Develop and implement a professional development program that focuses on effective,research-based instructional practices which utilize technology to support reading.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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 ongoing staff development												

			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
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 designs and to improve instruction.	07/01/2011	06/30/2012	80,000	0			37,000	43,000	0	0	0	0
2 The district will deliver a high quality professional development program for certified and classified staff including workshops, conferences, and one-to-one mentoring to assist staff in understanding the integration of NETS and Common Core standards into the curriculum.	07/01/2011	06/30/2012	30,000	0			15,000	15,000	0	0	0	0
3 The district will develop and implement training for staff to analyze assessment data from course common assessments and standardized assessments to establish learning priorities for implementation of instructional technology.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
4 The district will offer Mundelein Institute of Technology (MIT) training for certified staff to train staff on critical software and hardware used within the district.	07/01/2011	06/30/2012	15,000	0			0	15,000	0	0	0	0

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

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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 I Goal 1 Title:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

Continue to solicit parent and community involvement in the implementation and use of technology through directives from the Plan on a Page committee, School Improvement Committee, and Technology Committee.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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 develop a Plan on a Page as a long range tool for district improvement. Parents, students, community members, certified staff, classified staff, and administration will be invited to create the Plan on a Page measures, goals and action plans.	07/01/2011	06/30/2012	7,000	7,000			0	0	0	0	0	0
2 The district will convene a School Improvement Committee and Technology Committee to evaluate the action plan and results created from the district's Plan on a Page. Parents, students, community members, certified staff, classified staff, and administration will be invited to participate.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0

		StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
3	The district will offer PowerSchool trainings for parents at Parent Open House and Incoming Freshmen Orientation nights.	07/01/2011	06/30/2012	0	0			0	0	0	0	0	0
4	The school will provide a program (Universidad de Padres) to assist Latino parents on how to navigate the American Educational system. This program will include picking courses, getting ready for college, accessing technology and what resources are available to assist students in their learning.	07/01/2011	06/30/2012	4,000	0			4,000	0	0	0	0	0
5	The school will provide Title I information nights for parents of all Title I students showcasing reading initiatives, Title I programming and additional available Title I services to improve student achievement.	07/01/2011	06/30/2012	1,000	0			1,000	0	0	0	0	0

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 E. Action Plan — Technology Deployment

Phase I Goal 1 Title:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

The district will provide access, improvement, and support to telecommunications, instructional technology and information technology.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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 increase the bandwidth and wireless ports throughout the school to support the hardware and software necessary for instruction and assessment of students.	07/01/2011	06/30/2012	40,000	40,000	0	D	0	0	0	0	0	0
2 The district will employ technology support staff to provide reliable and technological support for staff and students.	07/01/2011	06/30/2012	450,000	450,000	0	D	0	0	0	0	0	0
3 The district will continue to maintain high-speed Internet and telecommunication systems.	07/01/2011	06/30/2012	59,000	43,000	16,000	D	0	0	0	0	0	0

Strategy 2

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Section II B. Action Plan — Curriculum and Instruction

Phase II Goal 1 Title:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

Maintain the school-wide reading program of course offerings utilizing instructional technology such as Achieve 3000, READ 180, and System 44.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Reading comprehension will be continue to be enhanced through the implementation of instructional technology allowing access to classroom instruction and materials for students who are reading below low grade level in special education, English as a Second Language, and Title 1.	07/01/2012	06/30/2013	10,000	0			10,000	0	0	0	0	0
2 Continue to purchase low Lexile reading materials (textbooks, eBooks, non-fiction books) for use in the classroom and in the media center.	07/01/2012	06/30/2013	3,000	0			3,000	0	0	0	0	0

| 3 | Continue to measure student achievement in reading through course common assessments and standardized assessment results. | 07/01/2012 | 06/30/2013 | 40,000 | 20,000 | | | 20,000 | 0 | 0 | 0 | 0 | 0 |

Strategy 2

Maintain the school-wide reading program of literacy coaching.

| | | | | 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 literacy coach will continue to work with faculty to introduce, model, practice, and observe specific reading strategies used with students in core and elective courses throughout the building.	07/01/2012	06/30/2013	65,000	65,000			0	0	0	0	0	0
2 Student achievement in reading will continue to be measured through course common assessments and standardized assessment results.	07/01/2012	06/30/2013	35,000	15,000			20,000	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 C. Action Plan — Professional Development

Phase II Goal 1 Title:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

Maintain a professional development program that focuses on effective, research-based instructional practices which 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 designs and to improve instruction.	07/01/2012	06/30/2013	60,000	0			20,000	40,000	0	0	0	0
2 The district will continue to deliver a high quality professional development program for certified and classified staff including workshops, conferences, and one-to-one mentoring to assist staff in understanding the integration of NETS and Common Core standards into the curriculum.	07/01/2012	06/30/2013	30,000	0			15,000	15,000	0	0	0	0
3 The district will maintain a program of training for staff to analyze assessment data from course common assessments and standardized assessments to establish learning priorities for implementation of instructional technology.	07/01/2012	06/30/2013	40,000	20,000			20,000	0	0	0	0	0
4 The district will continue to offer Mundelein Institute of Technology (MIT) training for certified staff to train staff on critical software and hardware used within the district.	07/01/2012	06/30/2013	15,000	0			0	15,000	0	0	0	0

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

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

Maintain parent and community involvement in the implementation and use of technology through directives from the Plan on a Page Committee, School Improvement Committee, and Technology Committee.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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 maintain the Plan on a Page as a long range tool for district improvement. Parents, students, community members, certified staff, classified staff, and administration will be invited to create the Plan on a Page measures, goals and action plans.	07/01/2012	06/30/2013	2,000	2,000			0	0	0	0	0	0
2 The district will maintain a School Improvement Committee and Technology Committee to evaluate the action plan and results created from the district's Plan on a Page. Parents, students, community members, certified staff, classified staff, and administration will be invited to participate.	07/01/2012	06/30/2013	2,000	2,000			0	0	0	0	0	0

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
3	The district will continue to offer PowerSchool trainings for parents at Parent Open House and Incoming Freshmen Orientation nights.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0
4	The school will continue to provide a program (Universidad de Padres) to assist Latino parents on how to navigate the American Educational system. This program will include picking courses, getting ready for college, accessing technology and what resources are available to assist students in their learning.	07/01/2012	06/30/2013	4,000	0			4,000	0	0	0	0	0
5	The school will continue to provide Title I information nights for parents of all Title I students showcasing reading initiatives, Title I programming and additional available Title I services to improve student achievement.	07/01/2012	06/30/2013	1,000	0			1,000	0	0	0	0	0

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 E. Action Plan — Technology Deployment

Phase II Goal 1 Title:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

The district will continue to provide and maintain access, improvement, and support to telecommunications, instructional technology and information technology.

	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 maintain the increased bandwidth and wireless ports throughout the school to support the hardware and software necessary for instruction and assessment of students.	07/01/2012	06/30/2013	30,000	30,000	0	D	0	0	0	0	0	0
2	The district will continue to employ technology support staff to provide reliable and technological support for staff and students.	07/01/2012	06/30/2013	450,000	450,000	0	D	0	0	0	0	0	0
3	The district will continue to maintain high-speed Internet and telecommunication systems.	07/01/2012	06/30/2013	59,000	43,000	16,000	D	0	0	0	0	0	0

Strategy 2

	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

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Section II B. Action Plan — Curriculum and Instruction

Phase III Goal 1 Title:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

Evaluate the school-wide reading program of course offerings utilizing instructional technology such as Achieve 3000, READ 180, and System 44.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Reading comprehension will be continue to be enhanced and evaluated through the implementation of instructional technology allowing access to classroom instruction and materials for students who are reading below low grade level in special education, English as a Second Language, and Title 1.	07/01/2013	06/30/2014	30,000	0			20,000	10,000	0	0	0	0
2 Continue to purchase and evaluate low Lexile reading materials (textbooks, eBooks, non-fiction books) for use in the classroom and in the media center.	07/01/2013	06/30/2014	3,000	0			3,000	0	0	0	0	0

			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
3	Continue to measure and evaluate student achievement in reading through course common assessments and standardized assessment results.	07/01/2013 06/30/2014	40,000	20,000			20,000	0	0	0	0	0

Strategy 2

Evaluate the school-wide reading program of literacy coaching.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 The literacy coach will continue to work with faculty to introduce, model, practice, and observe specific reading strategies used with students in core and elective courses throughout the building. Effects will be evaluated.	07/01/2013	06/30/2014	30,000	0			10,000	20,000	0	0	0	0
2 Student achievement in reading will continue to be measured and evaluated through course common assessments and standardized assessment results.	07/01/2013	06/30/2014	40,000	20,000			20,000	0	0	0	0	0

Strategy 3

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

Evaluate the professional development program that focuses on effective, research-based instructional practices which 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 designs and to improve instruction.	07/01/2013	06/30/2014	50,000	0			20,000	30,000	0	0	0	0
2	The district will continue to deliver and evaluate a high quality professional development program for certified and classified staff including workshops, conferences, and one-to-one mentoring to assist staff in understanding the integration of NETS and Common Core standards into the curriculum.	07/01/2013	06/30/2014	30,000	0			15,000	15,000	0	0	0	0
3	The district will evaluate current training for staff to analyze assessment data from course common assessments and standardized assessments to establish learning priorities for implementation of instructional technology.	07/01/2013	06/30/2014	40,000	20,000			20,000	0	0	0	0	0
4	The district will continue to offer Mundelein Institute of Technology (MIT) training for certified staff to train staff on critical software and hardware used within the district. Effects will be evaluated.	07/01/2013	06/30/2014	15,000	0			0	15,000	0	0	0	0

Strategy 2

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

Maintain and evaluate parent and community involvement in the implementation and use of technology through directives from the Plan on a Page Committee, School Improvement Committee, and Technology Committee.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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 evaluate the Plan on a Page as a long range tool for district improvement. Parents, students, community members, certified staff, classified staff, and administration will be invited to create the Plan on a Page measures, goals and action	07/01/2013	06/30/2014	2,000	2,000			0	0	0	0	0	0

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
	plans.												
2	The district will maintain and evaluate the School Improvement Committee and Technology Committee to evaluate the action plan and results created from the district's Plan on a Page. Parents, students, community members, certified staff, classified staff, and administration will be invited to participate.	07/01/2013	06/30/2014	2,000	2,000			0	0	0	0	0	0
3	The district will continue to offer PowerSchool trainings for parents at Parent Open House and Incoming Freshmen Orientation nights.	07/01/2013	06/30/2014	0	0			0	0	0	0	0	0
4	The school will continue to provide a program (Universidad de Padres) to assist Latino parents on how to navigate the American Educational system. This program will include picking courses, getting ready for college, accessing technology and what resources are available to assist students in their learning.	06/30/2013	07/01/2014	4,000	0			4,000	0	0	0	0	0
5	The school will provide Title I information nights for parents of all Title I students showcasing reading initiatives, Title I programming and additional available Title I services to improve student achievement.	06/30/2013	07/01/2014	1,000	0			1,000	0	0	0	0	0

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

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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:

All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.

Strategy 1

The district will provide, maintain, and evaluate access, improvement, and support to telecommunications, instructional technology and information technology.

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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 maintain and evaluate the increased bandwidth and wireless ports throughout the school to support the hardware and software necessary for instruction and assessment of students.	07/01/2013	06/30/2014	30,000	30,000	0	D	0	0	0	0	0	0
2 The district will continue to employ technology support staff to provide reliable and technological support for staff and students and evaluate staffing needs.	07/01/2013	06/30/2014	450,000	450,000	0	D	0	0	0	0	0	0
3 The district will continue to maintain high-speed Internet and telecommunication systems.	07/01/2013	06/30/2014	59,000	43,000	16,000	D	0	0	0	0	0	0

Strategy 2

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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

Activities	StartDate	EndDate	Budget & Funding Sources ($)									
			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 Plan on a Page 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	Monthly	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	Weekly	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	Monthly	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.	Monthly, Annually End of term	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum and Instruction

Section II F. Action Plan - Monitoring Process
Phase II

With the District Plan on a Page 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 Plan on a Page 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	Monthly	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum and 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	Weekly	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum and 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	Monthly	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum and Instruction
Tech D Strategy	District inventory and receipts for subscriptions Student/staff technology use	District inventory and receipts for subscriptions Student/staff technology use	Monthly, Annually End of term	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum and Instruction

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 Plan on a Page 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	Monthly	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	Weekly	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	Monthly	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.	Monthly, Annually End of term	Dr. Jody Ware, Superintendent Dr. Anthony Kroll, Director of Curriculum and Instruction

Section II G. Action Plan — Budget Summary

Phase I - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.	1,293,000	965,000	16,000	174,000	118,000	0	0	0	20,000
Total Budget for Phase I - 2011-2012	1,293,000	965,000	16,000	174,000	118,000	0	0	0	20,000

Phase II - 2012 - 2013

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
All students in Mundelein High School District 120 will									

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.	846,000	647,000	16,000	113,000	70,000	0	0	0	0
Total Budget for Phase II - 2012-2013	846,000	647,000	16,000	113,000	70,000	0	0	0	0

Phase III - 2013 - 2014

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
All students in Mundelein High School District 120 will move from 54.5% in reading to 92.5% in 2012 and 2013 and 100% in 2014, or make Safe Harbor, as measured by PSAE.	826,000	587,000	16,000	133,000	90,000	0	0	0	0
Total Budget for Phase III - 2013-2014	826,000	587,000	16,000	133,000	90,000	0	0	0	0
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 - 2011 - 2014	2,965,000	2,199,000	48,000	420,000	278,000	0	0	0	20,000

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 technology 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 Plan on a Page 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**, including Andrew Morgavan, 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 2011-2014 technology plan, Dr. Jody L. Ware (Superintendent), Steve Chowanski (Technology Director), Dr. Anthony Kroll (Director of Curriculum & Instruction), Gary Longquist (Business Manager), Dan Crowe (Technology Network Specialist), and Kathryn Serby (MHS technology staff member) coordinated the completion of the document.

Members of the Technology Planning committee are John Brueckbauer (student), Steve Chowanski (staff member), Dan Crowe (staff member), Ryan Eifert (student), Lauren Fagel (staff member), Karen Havlik (community member), Ryan Heidner (staff member), Anthony Kroll (staff member), Gary Lonquist (staff member), Olivia Maple (community member), Tim Moore (staff member), Linda Oliver (community member), Edison Orellana (student), Brian Packowitz (staff member), Kathryn Serby (staff member), Jody Ware (staff member).

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.
CIPA Board Policy Number and Date of Approval

Mundelein Consolidated High School District 120 **Policy 6:235**

(http://www.d120.org/assets/1/board_policies/6235.pdf)

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
REVIEWED: March 2010

Peer Review Feedback Form

District Name :	RCDT #:
☐ Original Submission	Date Peer Reviewed: 03/14/2011
School Years Covered by Plan:	ISBE Approval Date: 05/18/2011
☑ 2011-2012 ☑ 2012-2013 ☑ 2013-2014	Plan Expiration Date: 06/30/2014

Section Used for Mid-Course Correction Only	
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. Comments:	⦿ Meets ○ Does Not Meet

Section I: Data and Analysis	Requirements

Data Collection & Information
 	
   • Part A. Illinois School Report Card Data
   • Part B. Local Assessment Data (as available)
   • Part C. Other Data -- Item 1,2 & 3
   • Part D. Technology Deployment
   • Part E. Data & Analysis - (Meta-Analysis)
 	
Comments:
REVISIONS NOTED: 5/9/11 - Minor Revisions Needed Part B. Local Assessment - Summary/Analysis needs to better explain what the data told you regarding student achievement. Otherwise all other data sections are quite good.
	⦿ Meets ○ Does Not Meet

Section II: Action Plan	Requirements

Part A. Overall Review of Action Plan	
⦿ Meets ○ Does Not Meet	

- A.1 Goals
- A.2 Strategies and Activities
- A.3 Budget

Comments:
-

Part B. Curriculum Integration Strategies and Activities
⦿ Meets   ○ Does Not Meet

Comments:

Part C. Professional Development Strategies and Activities
⦿ Meets   ○ Does Not Meet

Comments:

Part D. Parent/Community Involvement
⦿ Meets   ○ Does Not Meet

Comments:
-

Part E. Technology Deployment
⦿ Meets   ○ Does Not Meet

Comments:
-

Part F. Monitoring	
	⦿ Meets ○ Does Not Meet
Comments:	

Section III: Plan Development, Review, and Implementation	Requirements
Part A. Stakeholder Involvement	
Part B. Internet Safety Policy	⦿ Meets ○ Does Not Meet
Comments:	

ISBE Review		
⦿ Approved	○ Revisions Needed	○ Not Approved

Comments:

3/18/2011 FBishop: Based upon a peer panel review of your plan, the Illinois State Board of Education finds this plan to be in need of revision. Please note the comments above regarding necessary corrections and/or actions. Contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan. Plans must be resubmitted within 45 calendar days. 5/11/2011 FBishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan.