

Submitted	02/24/2010
Plan Resubmitted	
Pending ISBE action	03/19/2010
ISBE Approved	03/22/2010

 District Information

1. District Information

District Name:	Mendota Twp HSD 280	District Address:	2300 W Main St
City/State/Zip:	Mendota, IL 61342 1061	RCDT Number:	350502800170000
Superintendent:	Jeff Prusator	Superintendent Email:	jprusator@mendotahs.org
District Phone:	8155397446	District Fax:	8155393103
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2. Submission Type

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

3. Mid-course Correction

The plan was reviewed and evaluated on

Mid-course correction was needed? Yes No

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.

It is the **technology vision** of District 280 to increase students' practical application skills, creativity, and work ethics by enabling all students to become life long learners with higher-order knowledge and skills that will allow them to function effectively in an ever-changing environment.

Students will be exposed to various types of technology that infuses **telecommunications, instructional technology, and information technology** that will prepare them for their academic and/or career pursuits. The district aims to provide all students equal, high-quality technological learning opportunities to enable them to become life-longer learners supported by instructional technology.

Telecommunications support the district's vision by using voicemail capabilities. Faculty and staff also utilize video capabilities through web based sources, traditional formats, and a variety of data transport options. The traditional components of phone and fax are readily available. **Instructional technology** is used to support instruction and learning with computers, internet access, software packages, and visual and audio communication devices with items such as projectors, document cameras, SmartBoards, and learning labs. **Information technology** is readily available to process and distribute information in digital and other forms. The district maintains a website at www.mendotahs.org, and the teachers also have access to digital postings on the grade book package website of www.edline.com. All staff has access to web-based email, world wide web, Microsoft Office packages, and SDS student database software.

The district's technology vision is **forward-thinking** in process and demonstrates a plan for changes in funding, student population growth, and building construction or needs that may extend beyond the life of the plan. Mendota Township High School believes that "we make a difference to every person who walks in the door." The district wants to see the needs of all students being met in the future with a differentiation in student learning that fully utilizes and incorporates technology. We believe the school should evolve as the community changes. We do not anticipate that the school will have the same framework as today, but instead, there will be a growing need for web-based curriculum. These resources include some of the following: ALEKS (math) software, Novel, Edoptions, Illinois Virtual High School Courses, and on-line learning opportunities with ACT preparation needs. There will also be a desire to open access to PLATO software and SRA Corrective Reading software that can meet the individualized needs of students meeting reading comprehension and math goals. The district is open to modification in the current organization of the building, placement of hardware, wiring needs, and bandwidth availability. The student population will increase in Hispanic population and low socio-economic status; therefore, the district must incorporate more technological differentiated learning strategies for these groups. Supplying the technology will require an increase in bandwidth availability and possibly integrating more wireless capabilities in addition to the district's current hard wiring construction. Funding is always an issue that needs aggressive grant writing goals, community involvement, and supportive district budgeting plans.

Teachers and students have the ability to have **technology support teaching and learning**. Each classroom has internet access and computers available. The district goal is to provide a minimum of fifteen computers for each of the four science labs. Additionally, the district would like to provide a computer lab in the art department to expand and

modernize the Graphic Arts curriculum. There are currently four computer labs available for teachers to utilize software and internet capabilities. The district intends to create one to two additional labs to provide up-to-date instructional technology for our growing student population to ensure that all students and educators have easy access to the technology equipment and materials that are needed for today and tomorrow. Technology is integrated into the district curriculum. Staff is encouraged to receive training and incorporate technology more into their curriculum.

Section I A. Data & Analysis – Report Card Data
Item 1– 2009 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	2009-10 Federal Improvement Status	District Improvement Year 1
Is this District making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Early Warning Year 1

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		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	63.0		No	62.3		No			87.5	
White	100.0	Yes	100.0	Yes	70.4		Yes	71.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% or above are not printed.

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

2009 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 – 2009 AMAO Report

Is this district meeting Annual Measurable Achievement Objectives (AMAO) ? **Yes**

English Proficiency Test Type : ACCESS for ELLs

Minimum Target :

Attaining English Language Proficiency Target	Making Progress in English Target	Criterion 3: AYP-LEP Subgroup						Is this district meeting English Proficiency target?	Yes
		AYP-Participation Rate		AYP-Percent Meeting/Exceeding		AYP-Other Indicators percent			
		Reading	Mathematics	Reading	Mathematics	Attendance	Graduations		
10.0	85.0	95.0	95.0	70.0	70.0	90.0	78.0	Is this district meeting Progress in English Target?	Yes
								Is this district meeting AYP for LEP Subgroup target?	Yes

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES(AMAO) PERFORMANCE					
Criterion 1: Attaining Proficiency			Criterion 2: Making Progress in English		
Total Number of Students Tested	Number Attaining Proficiency	Percent Attaining Proficiency	Total Number of Students Tested	Number Making Progress	Percent Making Progress
147	73	49.7	78	73	93.6

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

Criterion 3: Adequate Yearly Progress (AYP for LEP Subgroup)											
Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators (When Safe Harbor is Applied)	
Reading		Mathematics		Reading			Mathematics			Attendance Rate	Graduation Rate
%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP		
100.0	Yes	100.0	Yes								

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

1. At least 95.0% tested in Reading and Mathematics for the LEP Subgroup. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 62.5% Meeting/Exceeding Standards for Reading and Mathematics for the LEP subgroup. For LEP subgroup under the 62.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.
3. At least 90.0% Attendance Rate for elementary school districts or at least 75.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

AYP for LEP subgroup includes only students enrolled as of 5/1/07.

Safe Harbor Targets of 62.5% or above are not printed.

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

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

District Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	94.8	94.9	95.7	95.0	94.7	94.8	95.5	95.6
Truancy Rate (%)	0.0	0.0	0.0	1.3	0.6	0.6	1.4	1.5
Mobility Rate (%)	14.8	21.5	10.0	16.6	16.7	8.5	12.5	11.4
HS Graduation Rate, if applicable (%)	84.1	84.5	85.2	98.5	89.0	81.1	82.7	87.5
HS Dropout Rate, if applicable (%)	1.5	2.7	1.9	0.9	1.3	1.4	3.5	1.8
District Population (#)	595	600	635	632	635	640	627	618
Low Income (%)	17.1	18.2	20.3	22.2	25.5	25.3	29.7	32.2
Limited English Proficient (LEP) (%)	3.0	3.2	2.5	2.1	1.3	0.9	0.0	7.4
Students with Disabilities (%)	-	-	-	-	-	-	-	-
White, non-Hispanic (%)	81.7	79.7	79.7	76.7	74.8	74.4	72.4	72.5
Black, non-Hispanic (%)	0.5	1.2	0.8	0.5	0.6	0.6	0.6	0.3
Hispanic (%)	17.1	18.5	18.6	20.9	21.1	21.9	24.2	24.6
Asian/Pacific Islander (%)	0.5	0.5	0.6	0.6	0.9	0.5	0.2	0.3
Native American or Alaskan Native(%)	0.2	0.2	0.3	0.6	0.8	0.8	0.5	0.2
Multiracial/Ethnic (%)	-	-	-	0.6	1.7	1.9	2.1	2.1

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	83.4	0.2	15.7	0.5	0.2	-
	2001	82.7	0.5	16.1	0.5	0.2	-
	2002	81.7	0.5	17.1	0.5	0.2	-
	2003	79.7	1.2	18.5	0.5	0.2	-
	2004	79.7	0.8	18.6	0.6	0.3	-
	2005	76.7	0.5	20.9	0.6	0.6	0.6
	2006	74.8	0.6	21.1	0.9	0.8	1.7
	2007	74.4	0.6	21.9	0.5	0.8	1.9
	2008	72.4	0.6	24.2	0.2	0.5	2.1
	2009	72.5	0.3	24.6	0.3	0.2	2.1
	2010	71.7	0.2	25.2	0.5	0	2.5
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5
	2010	52.8	18.8	21.1	4.2	0.2	2.9

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	2000	3.2	14.4	91.0	94.8	9.7	1	0.2	6.4	72.8
	2001	2.2	15.8	99.0	93.8	13.0	-	0	4.8	79.7
	2002	3.0	17.1	99.0	94.8	14.8	-	0	1.5	84.1
	2003	3.2	18.2	97.0	94.9	21.5	-	0	2.7	84.5
	2004	2.5	20.3	97.5	95.7	10.0	-	0	1.9	85.2
	2005	2.1	22.2	97.4	95.0	16.6	8	1.3	0.9	98.5
	2006	1.3	25.5	98.0	94.7	16.7	4	0.6	1.3	89.0
	2007	0.9	25.3	98.2	94.8	8.5	4	0.6	1.4	81.1
	2008	0	29.7	95.0	95.5	12.5	8	1.4	3.5	82.7
	2009	7.4	32.2	95.0	95.6	11.4	9	1.5	1.8	87.5
2010	9.8	34.7	95.0	95.5	12.3	11	1.8	1.3	86.2	
S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8	

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

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2000	592	-	-	-	-	-	-
	2001	584	-	-	-	-	-	143
	2002	595	-	-	-	-	-	142
	2003	600	-	-	-	-	-	149
	2004	635	-	-	-	-	-	151
	2005	632	-	-	-	-	-	147
	2006	635	-	-	-	-	-	165
	2007	640	-	-	-	-	-	161
	2008	627	-	-	-	-	-	159
	2009	618	-	-	-	-	-	144
2010	611	-	-	-	-	-	145	
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822
2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919	

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

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	41	16	47,890	37	63	-	17	0	0
	2001	41	16	49,588	37	63	-	18	0	0
	2002	39	17	52,247	41	59	-	19	0	0
	2003	40	16	52,269	41	59	-	18	0	0
	2004	40	15	52,524	50	50	-	19	2	0
	2005	39	16	55,793	48	52	-	20	3	0
	2006	38	14	53,124	48	52	-	20	5	0
	2007	41	14	56,741	43	57	-	18	0	0
	2008	41	15	59,118	46	54	-	18	0	0
	2009	40	16	63,792	49	51	-	18	0	0
2010	41	15	65,490	54	46	-	17	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	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	63.7	57.3	59.8	52.8	46.4	62.4
White	69.0	61.8	66.1	57.2	53.1	70.1
Black	-	-	-	-	-	-
Hispanic	36.3	41.4	31.8	38.2	30.3	32.1
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	27.3	-	20.0	11.1	14.3	16.7
Low Income	42.9	39.1	30.7	37.5	23.8	45.5

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

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

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

PSAE - % Meets & Exceeds Mathematics grade 11

Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	60.2	51.1	60.4	54.1	47.0	61.6
White	67.3	57.8	63.5	60.2	52.2	71.1
Black	-	-	-	-	-	-
Hispanic	22.7	27.6	54.5	41.2	36.3	28.6
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	18.2	7.7	20.0	5.6	7.1	8.3
Low Income	23.8	30.4	50.0	40.6	28.6	39.4

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.**

All juniors failed to make AYP in Reading. Three subgroups with noted weaknesses were the Hispanic population, students with disabilities, and low income students in Reading. The Hispanic subgroup met or exceeded at 32.1%, students with disabilities met or exceeded at 16.7%, and low income met or exceeded at 45.5%. By comparison, a strength was the white subgroup that showed 70.1% meeting or exceeding in Reading. Our overall Reading for all students meeting and exceeding was 62.4%, which was a significant increase of 16%.

All juniors failed to make AYP in Math. Three subgroups with noted weaknesses were the Hispanic population, students with disabilities, and low income students in Math. The Hispanic subgroup met or exceeded at 28.6%, students with disabilities met or exceeded at 8.3%, and low income met or exceeded at 39.4%. By comparison, a strength was the white subgroup that showed 71.1% meeting or exceeding in Math. Our overall Math for all students meeting and exceeding was 61.6%, which was a significant increase of 14.6%.

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.

Our most highly qualified staff, two Reading Specialists, were assigned to teach our at-risk language arts students in Basic English courses. These courses were also co-taught by certified Special Education teachers. Another factor that contributed to the overall score of 62.4% meeting and exceeding in Reading was the addition of enhanced summer school web-based English curriculum. This also allowed students to remain on track to enroll in appropriate junior level English courses. Additional factors noted that prohibited student success included the limited ELL services without a Bilingual program or full-time ELL instructor, lack of additional Reading support for students with disabilities, and lack of additional Reading support and interventions throughout the school. An additional factor is the minimal Reading strategies implemented across the curriculum, such as Project CRISS strategies or other interventions.

The Math curriculum was articulated, reviewed, and revised over the summer of 2008. This was the first year we had all students enrolled in a math course as juniors with the inclusion of Practical Geometry. An additional factor that contributed to the overall score of 61.6% meeting and exceeding was the addition of enhanced summer school webbased math curriculum. This allowed students to remain on track to enroll in appropriate junior level math courses. Additional factors noted that prohibited student success include the following: limited ELL services without a Bilingual program or full-time ELL instructor; lack of sufficient math support for students with disabilities, and a general lack of additional math support and interventions throughout the school. One external factor is the challenge of meeting the needs of more low income students.

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.

Next steps for Reading includes providing direct Reading instruction to identified low-performing Reading students. Additional professional development will include Reading strategies across the curriculum, in particular Science and other core academic areas. The ELL population will be better served with the inclusion of Bilingual Spanish Language Arts curriculum and ELL support.

Next steps for math imply we will continue with the enhanced web-based math curriculum during both the school year and summer offerings. We will offer additional math curriculum offerings that focus on ACT College Readiness Math Sequence coursework. An Algebra I Standards and Algebra II Standards course will be implemented, and the two year Algebra I course will be eliminated. The math department will continue to meet with outside math consultants to refine their current curriculum and course offerings. Math tutoring opportunities will be increased throughout the school day. Additional ELL support will be offered. An increase in the contact time with at-risk students will provide additional academic support.

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.

Locally, the district uses EXPLORE test data, administered in the fall of the 8th grade year and spring of the 9th grade year. PLAN test data, administered in the spring of the 10th grade year, and PSAE data, administered in spring of 11th grade year, with the ACT linkage report available. Freshmen EXPLORE data reveals the Reading, Math, and Science scores are below benchmark.

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

There is not sufficient growth between the EXPLORE year and PLAN sophomore year and ACT junior year testing within the district and among the same class of students. The district does not see consistent growth between the ACT based assessments. Additional data is AimsWeb, STAR Reading, and ISAT data from feeder districts. This data reveals approximately three percent of our students are reading below the 8th grade level. The RtI team also collects data that includes information on students with disabilities, Hispanic, and low-income data. Local assessment data correlates to the School Report card data and correlates the same weaknesses. Common assessments and pre-test/posttest assessments are being reviewed to assist the math and science departments. An analysis of the data tells us there is a need to incorporate more differentiated instruction to meet the needs of our challenged learners and incorporate technology.

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.

A lack of articulation between elementary and MHS curriculum as well as among teachers in MHS is one factor. The current curriculum is not rigorous enough to meet the college readiness standards. Internally, departments need to align and rewrite curriculum. There is a lack of curriculum alignment.

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.

MHS needs to schedule articulation meetings and curriculum mapping opportunities within and outside the school district. A next step would also include creating a freshmen transition program for at-risk students identified by local assessment data. Additional professional development and differentiated instruction activities will be incorporated at the classroom level. Internally, departments need to align and rewrite curriculum.

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.

Data from previous Technology Plans, Faculty Surveys (Summer 2009), Budget Integration Tool (Fall 2009), Artifact Review: District materials, School Improvement Plans, Student Achievement Data, Student Demographics System -- <http://nces.ed.gov/>, <http://www.factfinder.census.gov>, <http://www.mendota.il.us/demographics.html#workforce>.

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

- **Budget Analysis data** has been collected and reviewed in the development of the action plan. District records (purchase orders and audit report data) are available to ISBE for review.
- **Teachers, parents, community, and students** were surveyed to evaluate what teachers are doing or not doing to **integrate technology** into the learning community. Parents were asked at the Fall Parent-Teacher conferences on November 5 and 6 2009 and on-going via the website to complete the recommended “Tool 27E: Parent Quick Survey.” Teachers were asked to complete a survey in the Summer of 2009. They completed the survey created by the Technology Coordinator. Community members were asked in the fall of 2009 to share data in the “Tool 27D: Community Quick Survey.” Finally, students were asked to provide data for development of the action plan in the data gathered similar to the “Tool 27C: Student Quick Survey” in the fall of 2009.
- According to trend data found in the School Report Card demographics, which are a reflection of the **community demographics**, the Hispanic population and low income, population is increasing in Mendota.
- The Year to Date Average 2005 figures for LaSalle-Bureau-Putnam Counties Labor Market Area show the following data:
 - Labor force: 78,157
 - Employment: 73,415
 - Unemployment: 4,742
 - Unemployment rate: 6.1% (Available on-line: <http://www.mendota.il.us/demographics.html#workforce>).
- Additional Mendota demographic research indicates the following:

	Mendota, IL 61342	National Average
Population of Mendota	9405	11535
Median Age	38.8 years	37.47 years
Median Household Income	\$44254	\$42350.95
Percentage of Single Households	38.8%	41.53%
Percentage of Married Households	61.2%	58.46%
Percentage Families (households with children)	27.1%	24.32%
Average Household Size	2.6 people	2.57 people
Percentage College or Better	12.9%	20.14%
Percentage White Collar	41.3%	47.14%

- Available on-line: (<http://realestate.yahoo.com/Neighborhoods/detail.html?csz=Mendota,IL>).
- The previous District Technology Plan from 2007-2010 was also utilized as a reference tool.

- The NCA School Improvement Plan for 2006-2010 was also referenced.
- The District Improvement Plan for 2009-2010 was referenced.

Summarize the Data -

- **Budget Analysis** data shows the district has a healthy commitment to contributing to technology funding to supplement federal grant opportunities. The district has made a commitment to supplement any technology funds provided by outside sources with equal or better district funds.
- According to parent surveys administered, Edline (on-line grade book and class pages) are an effective tool to communicate between home and school with 64% **strongly agreeing**. Families that own a computer and have computer access to utilize on-line communication tools at home or work show 97% strongly agree. 61% of parents would support additional funding for technology use with learning. (Parent surveys administered in Fall 2009, available at district site.) It is a solid **evaluation tool** that shows teachers are utilizing email and on-line grades to **integrate technology**.
- **Community demographics and trend data** clearly indicates that the Hispanic population of the Mendota High School District is increasing. There is a minority of community members who hold advanced educational degrees.

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.

There are factors that directly align to the data and are probable causes to identify needs and gaps. These needs will be addressed by the objectives and strategies in the plan.

- **Budget Analysis:** Average projected district funds for technology are \$102,350. The Federal funds projected are approximately on average \$21,000 annually. Projected state funds are approximately \$4,000 annually. The overall average for the last 3-5 years, the district has spent \$127,900 per year on technology, or an average of \$212 per student annually has been spent to support technology initiatives. There is currently a district budget for technology personnel.

One **probable cause** to the **need** for increased communication is due to lower socio-economic status, there are several of the parental units unable to access or utilize on-line communication tools at home or school. A **gap** in communication is noted and needs to be addressed.

- Currently, teachers indicated they are by majority (82%) a group classified as confident or capable of helping others group of users of technology. They use technology for class work daily/weekly. They frequently develop lessons with effective uses of technology. It is quite common that teachers create presentations using electronic tools. On a daily basis, teachers create worksheets, tests, etc. with technology, and all teachers communicate daily using email.
- 100 percent of teachers are utilizing technology for an on-line grade book with Grade Quick software and Edline software.
- The demographics of Mendota reveal only 12.9% of community members are college graduates or better. This demographic has shown in the lack or **gap** of complete Internet and computer accessibility for parents to view on-line grades. The district has had to maintain traditional means of communication with progress

report mailings and parent-teacher conferences to maintain communication. It is not possible for all parents to consistently obtain internet access to view student grades.

- Without a strong on-line communication tool, the majority of parents will not agree that the district website is or could be an effective tool to communicate between home and school.
- The majority of the families that have strong connectivity agree that on-line communication tools are effective.

Conclusions - The information in this box will include one or two solid conclusion statements drawn from data and information stated above. The statements should be relevant to the development of the Action Plan. The data collected in this box will focus on attributes and challenges of the district and community that have affected student learning.

A growing increase in the Hispanic student population and low socio-economic status of the total population inhibits on-line communication between home and school for both socio-economic and language barrier reasons. Students and parents have a language barrier to communicate important issues of curriculum integration between home and school.

Changes in demographics will require the district to provide more accessible computer and technology resources for students to utilize both during and outside school hours. An increase in computer accessibility will allow students to utilize the curriculum available, such as PLATO, ALEKS, Edoptions, ACT Online, Novel, and Illinois Virtual High School.

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

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

Data from previous Technology Plans, Report Card Data, Faculty Surveys (Summer 2009), Artifact Review: District materials, School Improvement Plans.

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

All of our teachers are highly qualified and endorsed by the Illinois State Board of Education. Through grants and local funds, professional development activities will continue to be offered for Reading, math, science, and technology. Additional professional development will continue to enhance curriculum alignment. An analysis of the data tells us we have highly qualified staff but need to schedule and incorporate more professional development that incorporates technology.

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.

With additional grant money, more professional development opportunities have been utilized; therefore, staff are better prepared to meet the performance needs of our at-risk population. Staff capacity indicates additional professional development activities need to be scheduled that includes but is not limited to differentiated learning and the inclusion of technology.

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.

We will contact core academic consultants to provide guidance in curriculum alignment, technology integration, and mapping in Math, English/Reading, and Science content areas. We will continue to assist our teachers to maintain best instructional practices while building teacher capacity as they integrate technology.

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.

Data from previous Technology Plans, Parent/Community Surveys (Fall 2009), Artifact Review.

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

Parent-teacher conferences are attended by 60-65% of our parents. They are held twice a year. Analysis of the parent advisory committee and the Hispanic parent advisory committee data reveals that parents would appreciate providing more input and communication for both school and technology integration.

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.

Research and observation indicates increased parental involvement contributes to student performance results. Participation at parent-teacher conferences and in the parent advisory groups supports this result. Parent conferences typically result in 60% of families in attendance. Parent advisory groups meet regularly. There are approximately a dozen parents in the parent advisory group, which represent the cross-section of student population. An additional Hispanic Parent Advisory group has been established and meets quarterly to analyze the Bilingual grant and curriculum.

Parents provide feedback on school performance. The advisory groups develop new ideas that contribute to improved student achievement. Approximately 70 percent of our parents and students have activated Edline grade accounts. Over 90% of our parents/families have access to computers and internet usage.

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.

MHS will continue to utilize on-line grades, AlertNow phone system, electronic email, and other forms of communication. Additional parent meetings will be scheduled for identified, at-risk students.

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.

District Technology Inventory Survey, Media Center Inventory, Ed Tech/Title IID Grant Materials, Building Walk-Through Inventory Data, Software Inventory, and Hardware Inventory.

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

The district has five main file servers. Two of the file servers are running Windows 2003, one server is dedicated to internet filtering software (Surf Control), one older server is dedicated to student files, one server is dedicated to PLATO and Electronic Bookshelf Service (EBS).

There are 250 personal computers in use at MHS. The operating systems used are primarily Windows XP and Vista. There are four dedicated computer labs with 24-31 computers, 15 computers in the Media Center, and twelve mobile computers. Five servers are housed in the district, and two are over five years old. There is one instructional school building with high-speed Internet access. It is hardwired with Cat 6 wire to each classroom with several data-drops available in each classroom. Each classroom has one fiber drop for future high-speed expansion. The district has one main head-end wiring room. There are four remote wiring closets connected to the head-end room with high-speed fiber. There is one T-1 line that currently serves over 700 users.

The detached Vocational Building has wireless internet availability with several laptops.

Analysis of the data reveals additional computers can be added where needed by purchasing additional switches for the wiring rooms. Provision needs to be made for upgrading existing servers and possibly adding an additional T-1 line or cable connectivity.

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.

Mendota High School is fortunate to be located in a seven-year old building with modern wiring and electrical capabilities. There is a noted gap in the age of MHS servers. Two of the five servers are five years or older.

Upon analysis of the re-deployment and replacement policy of MHS, there may be a need to update the re-deployment procedures. Currently, MHS utilizes the Technology Committee to determine the rotation of school-wide technology. The Technology Director and Computer Coordinator consult on the best way to redistribute older technology resources.

There is also a noted gap in the use of the current technology. It is apparent that certain hardware and software is unused or underutilized by students, faculty, and staff.

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

The annual purchase of new hardware and software and deployment of current equipment requires MHS to provide more professional development opportunities and support each year. Analysis of current data acquired from staff and student feedback indicates a need for additional support and training opportunities to fully utilize current technology into improved instructional practices.

With the continued growth of technology use in the district, we must continuously look to provide technology and equipment that will support an ever-changing technology environment.

District Technology Inventory - District Information

Number	
608	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).
8	Number of K-12 special education self-contained classroom students
46	Number of Teachers (FTE - this does not include teacher aides)
4	Number of Administrators
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of less than 10 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds between 10 mbps and 200 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of greater than 200 mbps
0	Total number of instructional school buildings
0	Total number of non-instructional buildings
1	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
1	Subtotal
1	Total number of instructional school buildings
0	Total number of non-instructional buildings

1	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
1	Subtotal
0	Total number of instructional school buildings
1	Total number of non-instructional buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mb Ethernet	0
	100+ mb Ethernet	35
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	4
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mb Ethernet	0
	100+ mb Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	0
	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	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mb Ethernet	0
	100+ mb Ethernet	12
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mb Ethernet	0
	100+ mb Ethernet	6
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mb Ethernet	0
	100+ mb Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access \geq 56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	4	0	4	0	0	0	0	0	0	4	0	4
	2-5 years	30	0	30	0	0	0	0	0	0	30	0	30
	5+ years	87	0	87	0	0	0	0	0	0	87	0	87
	SubTotal	121	0	121	0	0	0	0	0	0	121	0	121
Dedicated Computer Lab	Under 2 years	56	0	56	0	0	0	0	0	0	56	0	56
	2-5 years	51	0	51	0	0	0	0	0	0	51	0	51
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	107	0	107	0	0	0	0	0	0	107	0	107
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	4	0	4	0	0	0	0	0	0	4	0	4
	5+ years	11	0	11	0	0	0	0	0	0	11	0	11
	SubTotal	15	0	15	0	0	0	0	0	0	15	0	15
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	12	0	12	0	0	0	0	0	0	12	0	12
	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	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	2	0	2	0	0	0	0	0	0	2	0	2
	5+ years	8	0	8	0	0	0	0	0	0	8	0	8
	SubTotal	10	0	10	0	0	0	0	0	0	10	0	10

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	1	0	1	0	0	0	0	0	0	1	0	1
	SubTotal	1	0	1	0	0	0	0	0	0	1	0	1

District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access \geq 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	7	0	7	0	0	0	0	0	0	7	0	7
	2-5 years	5	0	5	0	0	0	0	0	0	5	0	5
	5+ years	1	0	1	0	0	0	0	0	0	1	0	1
	SubTotal	13	0	13	0	0	0	0	0	0	13	0	13
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	2	0	2	0	0	0	0	0	0	2	0	2
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

	SubTotal	2	0	2	0	0	0	0	0	0	2	0	2
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(Tablet Computers)

Location	Computer Age	High Speed Access \geq 56k			Low Speed Access <56k			No Internet Access			Total Tablet 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	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	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Servers)

Location	Computer Age	High Speed Access \geq 56k			Low Speed Access <56k			No Internet Access			Total Servers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
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	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	3	0	3	0	0	0	0	0	0	3	0	3
	5+ years	2	0	2	0	0	0	0	0	0	2	0	2
	SubTotal	5	0	5	0	0	0	0	0	0	5	0	5

District Technology Inventory - Operating Systems

PCs

Location	Type	Number
Instructional Classroom	Windows Vista	1
	Windows XP (any version)	133
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0

	Other PC	0
	Subtotal	134
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	107
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	107
Media Center/Library	Windows Vista	0
	Windows XP (any version)	15
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	15
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	0
Administrative Offices	Windows Vista	1
	Windows XP (any version)	13
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0

	Other PC	0
	Subtotal	14
Teacher Offices	Windows Vista	1
	Windows XP (any version)	9
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	10
Other Locations	Windows Vista	0
	Windows XP (any version)	1
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Older	0
	Other PC	0
	Subtotal	1
Macintosh		
Instructional Classroom	MAC System 10.x	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	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Media Center/Library	MAC System 10.x	0

	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Mobile Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Administrative Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Teacher Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	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
	Older	0
	Subtotal	0
Other Operating Systems (including Linux)		
Location	Operating System	Number

Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0
Teacher Offices		0
Other Locations	Windows Server 2003	6

District Technology Inventory - Network Equipment

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

	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	1
	Switches	5

	Wireless Access Points	1
	Firewall	1
	Spam Filter	0
	Content Filter	1
	Intrusion Detector	0

District Technology Inventory - Licensed Software

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

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	20	5	25
Stand-alone Printers/Multifunctional Units	15	5	20
Stand Alone Scanners	5	2	7
Digital Cameras	4	1	5
Camcorders/Movie Cameras	1	0	1
Satellite Dishes	1	0	1
Televisions	20	0	20
Video Microscopes	0	0	0
LCD Panels/Projection Devices	17	1	18
Fax Machines	0	4	4
Graphing Calculators	100	0	100
PDA's	0	0	0
Assistive/Adaptive Devices/Student Response Devices	0	0	0
GPS Devices/Geocaching	0	0	0
Science Probeware	0	0	0
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	5	0	5
Whiteboard Peripherals (clickers, note capturing devices)	1	0	1
Document Cameras	6	0	6
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	20	20
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	0	0
	Number		
Classrooms with telephones	40		

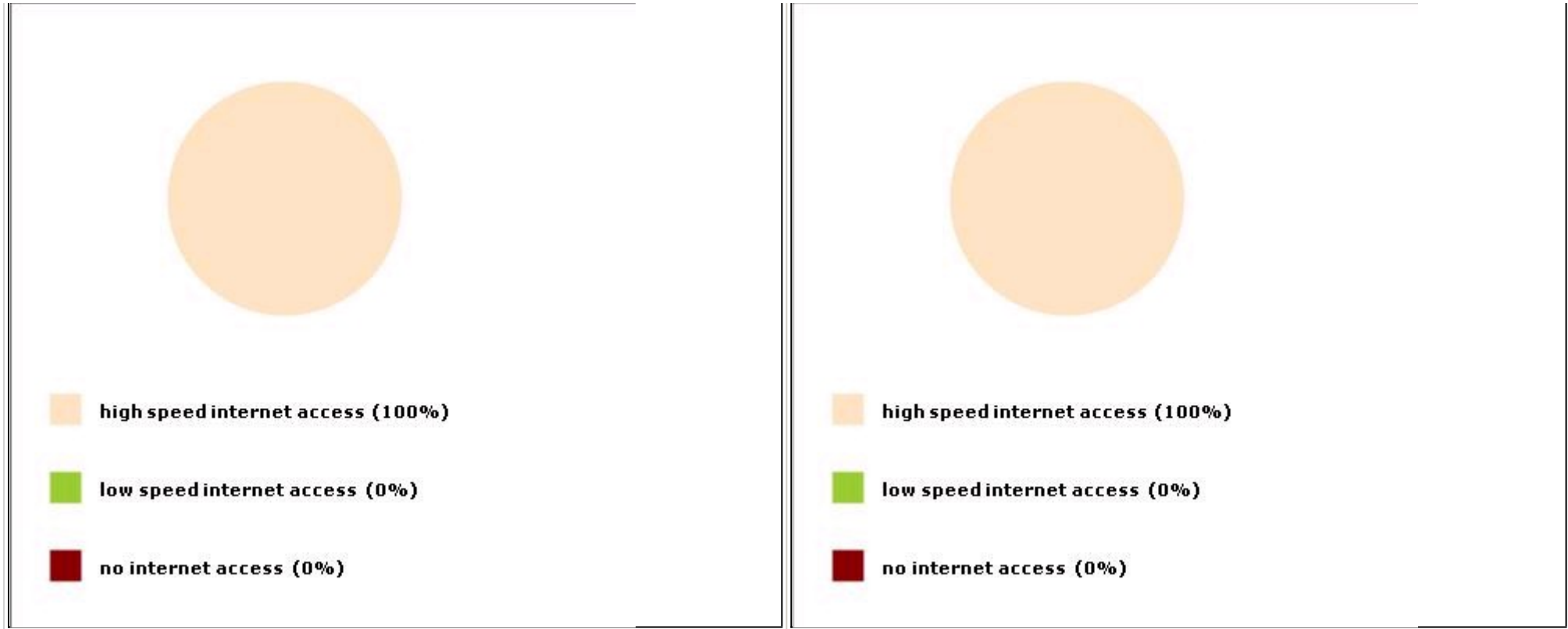
District Technology Inventory - Distance Learning

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

Section I D Data & Analysis – District Technology Inventory Report

District Information:

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	
608		8		46		4	
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	1	0	0		
Instructional School Building Internet Access (Chart) :			Non-Instructional Buildings Internet Access (Chart) :				



Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	121	0	107	0	15	0	0	0	12	0	10	0	1	0
Desktops	121	0	107	0	15	0	0	0	12	0	10	0	1	0
Laptops	13	0	0	0	0	0	0	0	2	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	5	0
	134	0	107	0	15	0	0	0	14	0	10	0	6	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
	134	107	15	0	14	10	6
Students per Computer						2.15	

Computers with High Speed Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	121	0	107	0	15	0	0	0	12	0	10	0	1	0
Desktops	13	0	0	0	0	0	0	0	2	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	5	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	5	0
	134	0	107	0	15	0	0	0	14	0	10	0	6	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	
	134		107		15		0		14		10		6	
Students per Computer with High Speed Access											2.15			

Computers with Low Speed Internet Access:

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

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

Computers with No Internet Access:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	0	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
60	9	0	99	5	0	107	1	0

Internet Access:

Number of Rooms	Type
0	10 mb Ethernet

<input type="text" value="59"/>	100+ mb Ethernet
<input type="text" value="0"/>	Dedicated Cable
<input type="text" value="0"/>	DSL
<input type="text" value="1"/>	Wireless
<input type="text" value="0"/>	Other (Dial-up modem, etc.)
<input type="text" value="0"/>	None (no internet access)

Operating Systems:

Number of Computers	Type	Number of Computers	Type
<input type="text" value="3"/>	Total Number of Computers with Windows Vista	<input type="text" value="0"/>	Total Number of Computers with MAC System 10.x
<input type="text" value="278"/>	Total Number of Computers with Windows XP (any version)	<input type="text" value="0"/>	Total Number of Computers with MAC System 9.x
<input type="text" value="0"/>	Total Number of Computers with Windows 2000 (any version)	<input type="text" value="0"/>	Total Number of Computers with MAC System 8.x
<input type="text" value="0"/>	Total Number of Computers with Windows 98	<input type="text" value="0"/>	Total Number of Computers with MAC System 7.x
<input type="text" value="0"/>	Total Number of Computers with Windows 95	<input type="text" value="0"/>	Total Number of Computers with Other MAC
<input type="text" value="0"/>	Total Number of Computers with Older		
<input type="text" value="0"/>	Total Number of Computers with Other PC		

Other Technologies:

Total	Type	Total	Type
<input type="text" value="25"/>	Number of Networked Printers/Multifunctional Units	<input type="text" value="0"/>	Number of PDAs
<input type="text" value="20"/>	Number of Stand-alone Printers/Multifunctional Units	<input type="text" value="0"/>	Number of Assistive/Adaptive Devices/Student Response Devices
<input type="text" value="7"/>	Number of Stand Alone Scanners	<input type="text" value="0"/>	Number of GPS Devices/Geocaching
<input type="text" value="5"/>	Number of Digital Cameras	<input type="text" value="0"/>	Number of Science Probeware

1	Number of Camcorders/Movie Cameras	5	Number of Electronic Whiteboards
1	Number of Satellite Dishes	1	Number of Whiteboard Peripherals (clickers, note capturing devices)
20	Number of Televisions	6	Number of Document Cameras
0	Number of Video Microscopes	0	Number of MP3/ Electronic Readers, Kindles, etc.
18	Number of LCD Panels/Projection Devices		
4	Number of Fax Machines		
100	Number of Graphing Calculators		

Distance Learning

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

Section I E. Data & Analysis – Meta Analysis

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

Patterns and trends in student achievement were identified using NCREL guidelines in “Guide to Using Data in School Improvement Efforts from Learning Points” found at <http://www.learningpt.org/pdfs/datause/guidebook.pdf>. The district has a clear vision that is focused on student learning. Leaders encourage collaborative teams and encourage staff to analyze the school and make databased decisions.

There is a noted trend that improvement is needed in the area of student achievement in particular with teaching and learning math, reading, and technology skills across the curriculum. Differentiated learning instruction that meets the growing needs of a growing Hispanic population and lower socio-economic status is a necessary implementation. The six-year average PSAE reading percentage of meets and exceeds students is approximately 55.7% for MHS, which is below the average state average. The average MHS Math trend for six-years of data is slightly above the state average with 54.7%. There is no PSAE testing available on technology skills. However, student surveys and parent surveys reveal that there is a request for more higher-level technology skills to be taught and acquired at the high school level.

Key factors related to student achievement would show in the need for differentiated learning instruction that meets the growing needs of a growing Hispanic population and lower socio-economic status. There is also a need for data-driven decision-making instead of previous decisions or historical decisions based upon tradition or convenience. Survey results reveal that change is very difficult for many staff members, and perhaps more goal-setting based on data about problems and possible explanations could be a key factor to solving this decision making dilemma.

The district and school leaders should work to develop a Technology/School Improvement Team that includes members from the school and from the wider community in order for data to be successfully incorporated into the school improvement cycle. Such a well-rounded team would help to disseminate information and also build the school-community communication link. Another prevailing conclusion is the need for the use of the NCA format of triangulation of data or three-tiered data that includes annual testing, periodic assessment data, and ongoing classroom assessment data. The district should make greater efforts to incorporate technology into the data analysis and student achievement process.

Before writing one student achievement based S.M.A.R.T. Objective, a guiding question asked of the team is why are our students performing the way they are? The team also projected the possible outcome for students five years into the future and one year into the future. After analysis, one student achievement based S.M.A.R.T. Objective is to improve the math performance at least two points from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT when comparing the same class of students. 2009 PLAN Math composite score was 18.8, and our district goal is to raise that score to 20.8 or a gain of two composite points for 2010. 2009 EXPLORE Math composite score was 16.9, and our district goal is to raise that score to 18.9 or a gain of two composite points for 2010.

Another student achievement based S.M.A.R.T. Objective is to improve the Reading performance at least two points from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT when comparing the same class of students. 2009 PLAN Reading composite score was 17, and our district goal is to raise that score to 19 or a gain of two composite points for 2010. 2009 EXPLORE Reading composite score was 15.8, and our district goal is to raise that score to 17.8 or a gain of two composite points for 2010.

Key factor in curriculum integration is to research best practices. The district through the team will investigate what other successful schools have done to meet a similar problem in raising Reading and math scores. The district will organize and hold a professional development workshop for all teachers. The workshop will explain what knowledge, skills, and competencies the teachers need to incorporate the best practices. The best practices will reflect state standards and be classroom based. Teachers will create and evaluate their own professional development goals to better their content expertise and instruction processes. Following the workshop, teachers will submit a sheet explaining how they will use what they have learned. A key factor in parental/community involvement will include technology. A committee comprising of representatives of the school, parents, and community will be charged with making best practices adoption recommendation to the school board. The primary focus will be on Reading and math practices, but

issues regarding science and technology integration will be heard. Part of the committee correspondence and meeting can be done electronically through the district website. A noted key factor in **technology deployment** would be in the distribution of hardware and software to provide more opportunities for differentiated learning activities for students.

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

Phase I Goal 1 Title:

Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.

Section II B. Action Plan – Curriculum and Instruction

Phase I Goal 1 Title:

Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.

Strategy 1

Mendota High School will provide additional credit retrieval activities for remediation and also increased accessibility to technology to increase literacy skills cross-curricular.

			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 On-line credit retrieval is available to at-risk students to ensure they maintain the appropriate math and Reading level (ALEKS, Edoptions, PLATO, AIMSWeb as a school-year program.	07/01/2010	06/30/2011	1,500	1,500			0	0	0	0	0	0

Strategy 2

Curriculum and instructional practices and activities that focus on differentiated instruction and other best practices that utilizes technology during summer opportunities.

			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 On-line credit retrieval is available to at-risk students to ensure they maintain the appropriate math and Reading level (ALEKS, PLATO, EdOptions, Aimsweb, Rosetta Stone) as a summer program.	07/01/2010	06/30/2011	3,000	0			3,000	0	0	0	0	0

Strategy 3												
Curriculum and instructional practices and activities that focus on differentiated instruction and other best practices that utilizes technology to reach at-risk students.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Additional web-based math and Reading curriculum and programs will serve as supplemental instruction to students during the school day. (ALEKS, EBS, Aimsweb, Rosetta Stone).	07/01/2010	06/30/2011	1,500	1,500			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase I Goal 1 Title:												
Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.												
Strategy 1												
Professional development activities that focus on differentiated instruction and other best practices that utilizes technology while focusing on math and 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 Professional development activities that focus on differentiated instruction and other best practices that utilizes technology (Lori Johnson, internet based software activities such as Mindware).	07/01/2010	06/30/2011	3,000	3,000			0	0	0	0	0	0
2 Staff development activities that focus on technology integration and home-school communication utilizing technology.	07/01/2010	06/30/2011	500	500			0	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 D. Action Plan – Parental/Community Involvement
(such as adult literacy providers, public library services and district emergency crisis planning)

Phase I Goal 1 Title:												
Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.												
Strategy 1												
Online grade communication is available through Edline software to promote parental involvement.												
			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 Online grade communication is available through Edline software to promote parental involvement.	07/01/2010	06/30/2011	2,300	2,300			0	0	0	0	0	0

Strategy 2												
AlertNow community notification system is available through phone and software to enhance parent and school communication.												
			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
1AlertNow community notification system is available through phone and software to enhance parent and school communication.	07/01/2010	06/30/2011	1,500	1,500			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:												
Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.												
Strategy 1												
The development of a NCLB/Math and Literacy/Reading Credit Recovery and Retrieval Lab using on-line technology.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Create a dedicated computer lab for math credit retrieval and Reading/literacy improvement and supplemental instruction with software.	07/01/2010	06/30/2011	20,000	0	0	D	20,000	0	0	0	0	0

Strategy 2												
Provide pathways to online and safety resources for the learning community.												
			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 Provide T-1 Internet Access.	07/01/2010	06/30/2011	4,380	1,788	2,592	R	0	0	0	0	0	0
2 Provide local and long distance phone service.	07/01/2010	07/30/2011	18,000	8,800	9,200	R	0	0	0	0	0	0

Strategy 3												
Provide adequate hardware and software for students and staff to learn and teach with in a collaborative environment.												
			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 Upgrade switches	07/01/2010	06/30/2011	3,600	3,600	0	D	0	0	0	0	0	0
2 Purchase two servers for student data storage and proxy support and internet filtering.	07/01/2010	06/30/2011	14,000	14,000	0	D	0	0	0	0	0	0
3 Upgrade annually GradeQuick/Edline software, Untangle filtering software, AVG internet anti-virus software, and SDS student database software.	07/01/2010	06/30/2011	10,000	10,000	0	D	0	0	0	0	0	0
4 Purchase 4 computers, 4 projectors, for classroom presentation resources.	07/01/2010	06/30/2011	4,800	2,400	0	D	2,400	0	0	0	0	0
5 Purchase 15 computers annually to update computer labs.	07/01/2010	06/30/2011	10,000	10,000	0	D	0	0	0	0	0	0

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

Phase II Goal 1 Title:

Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.

Section II B. Action Plan – Curriculum and Instruction

Phase II Goal 1 Title:

Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.

Strategy 1

Curriculum and instructional practices and activities that focus on differentiated instruction and other best practices that utilizes technology.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 On-line credit retrieval is available to at-risk students to ensure they maintain the appropriate math level and provide literacy skills utilizing software.	07/01/2011	06/30/2012	600	0			600	0	0	0	0	0
2			0	0			0	0	0	0	0	0

Strategy 2

Curriculum and instructional practices and activities that focus on differentiated instruction and other best practices that utilizes technology during summer opportunities.

			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 On-line credit retrieval is available to at-risk students to ensure they maintain the appropriate math level and maintain literacy skills or expand literacy skills.	07/01/2011	06/29/2012	1,500	0			1,500	0	0	0	0	0

Strategy 3												
Curriculum and instructional practices and activities that focus on differentiated instruction and other best practices that utilizes technology to reach at-risk students.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Additional web-based math and Reading curriculum and programs will serve as supplemental instruction to students during the school day. (ALEKS, EBS, Aimsweb, Rosetta Stone).	07/01/2011	06/30/2012	2,700	1,500			1,200	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase II Goal 1 Title:												
Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.												
Strategy 1												
Professional development activities that focus on differentiated instruction and other best practices that utilizes technology.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Professional development activities that focus on differentiated instruction and other best practices that utilizes technology (Lori Johnson, internet based software activities such as Mindware, ALEKS, Edoptions).	07/01/2011	06/30/2012	3,000	3,000			0	0	0	0	0	0
2 Staff development activities that focus on technology integration and home-school communication utilizing technology.	07/01/2011	06/30/2012	500	500			0	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 D. Action Plan – Parental/Community Involvement
(such as adult literacy providers, public library services and district emergency crisis planning)

Phase II Goal 1 Title:													
Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.													
Strategy 1													
Online grade communication is available through Edline software to promote parental involvement.													
				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 Online grade communication is available through Edline software to promote parental involvement.	07/01/2011	06/30/2012	2,300	2,300			0	0	0	0	0	0	

Strategy 2												
AlertNow community notification system is available through phone and software to enhance parent and school communication.												
			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
1AlertNow community notification system is available through phone and software to enhance parent and school communication.	07/01/2011	06/30/2012	1,500	1,500			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:												
Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.												
Strategy 1												
The maintenance of a NCLB/Math and Literacy/Reading Credit Recovery and Retrieval Lab using on-line technology such as ALEKS.												
			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
1Maintain a dedicated computer lab for math credit retrieval and Reading/literacy improvement and supplemental instruction with software.	07/01/2011	06/30/2012	1,000	1,000	0	D	0	0	0	0	0	0

Strategy 2												
Provide pathways to online and safety resources for the learning community.												
			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 Provide T-1 Internet Access.	07/01/2011	06/30/2012	4,380	1,788	2,592	R	0	0	0	0	0	0
2 Provide local and long distance phone service.	07/01/2011	06/30/2012	18,000	8,800	9,200	R	0	0	0	0	0	0

Strategy 3												
Provide adequate hardware and software for students and staff to learn and teach with in a collaborative environment.												
			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 Upgrade switches	07/01/2011	06/30/2012	3,600	3,600	0	D	0	0	0	0	0	0
2 Purchase two servers for student data storage and proxy support and internet filtering.	07/01/2011	06/30/2012	14,000	14,000	0	D	0	0	0	0	0	0
3 Upgrade annually GradeQuick/Edline software, Untangle filtering software, AVG internet anti-virus software, and SDS student database software.	07/01/2011	06/30/2012	10,000	10,000	0	D	0	0	0	0	0	0
4 Purchase 4 computers, 4 projectors, for classroom presentation resources.	07/01/2011	06/30/2012	4,800	2,400	0	D	2,400	0	0	0	0	0
5 Purchase 15 computers annually to update computer labs.	07/01/2011	06/30/2012	10,000	10,000	0	D	0	0	0	0	0	0

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

Phase III Goal 1 Title:

Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.

Section II B. Action Plan – Curriculum and Instruction

Phase III Goal 1 Title:

Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.

Strategy 1

Additional web-based math and Reading curriculum and programs will serve as supplemental instruction to students during the school day. (ALEKS, EBS, Aimsweb, Rosetta Stone).

			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 On-line credit retrieval is available to at-risk students to ensure they maintain the appropriate math and Reading level (ALEKS, Edoptions, PLATO, AIMSWeb.	07/01/2012	06/30/2013	1,500	1,500			0	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 On-line credit retrieval is available to at-risk students to ensure they maintain the appropriate math and Reading level (ALEKS, PLATO, EdOptions, Aimsweb, Rosetta Stone).	07/01/2012	06/30/2013	3,000	3,000			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 Additional web-based math and Reading curriculum and programs will serve as supplemental instruction to students during the school day. (ALEKS, EBS, Aimsweb, Rosetta Stone).	07/01/2012	06/30/2013	1,500	1,500			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase III Goal 1 Title:												
Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.												
Strategy 1												
Professional development activities that focus on differentiated instruction and other best practices that utilizes technology.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Professional development activities that focus on differentiated instruction and other best practices that utilizes technology (Lori Johnson, internet based software activities such as Mindware).	07/01/2012	06/30/2013	3,000	3,000			0	0	0	0	0	0
2 Staff development activities that focus on technology integration and home-school communication utilizing technology.	07/01/2012	06/30/2013	500	500			0	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 D. Action Plan – Parental/Community Involvement

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

Phase III Goal 1 Title:													
Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.													
Strategy 1													
Online grade communication is available through Edline software to promote parental involvement.													
				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 Online grade communication is available through Edline software to promote parental involvement	07/01/2012	06/30/2013	2,300	2,300			0	0	0	0	0	0	

Strategy 2												
AlertNow community notification system is available through phone and software to enhance parent and school communication.												
			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
1AlertNow community notification system is available through phone and software to enhance parent and school communication.	07/01/2012	06/30/2013	1,500	1,500			0	0	0	0	0	0

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

Section II E. Action Plan – Technology Deployment

Phase III Goal 1 Title:												
Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.												
Strategy 1												
The maintenance of a NCLB/Math and Literacy/Reading Credit Recovery and Retrieval Lab using on-line technology.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Maintain a dedicated computer lab for math credit retrieval and Reading/literacy improvement and supplemental instruction with software.	07/01/2012	06/30/2013	1,000	1,000	0	D	0	0	0	0	0	0

Strategy 2												
Provide pathways to online and safety resources for the learning community.												
			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 Provide T-1 Internet Access.	07/01/2012	06/30/2013	4,380	1,788	2,592	R	0	0	0	0	0	0
2 Provide local and long distance phone service.	07/01/2012	06/30/2013	18,000	8,800	9,200	R	0	0	0	0	0	0

Strategy 3												
Provide adequate hardware and software for students and staff to learn and teach with in a collaborative environment.												
			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 Upgrade switches	07/01/2012	06/30/2013	3,600	3,600	0	D	0	0	0	0	0	0
2 Purchase two servers for student data storage and proxy support and internet filtering.	07/01/2012	06/30/2013	14,000	14,000	0	D	0	0	0	0	0	0
3 Upgrade annually GradeQuick/Edline software, Untangle filtering software, AVG internet anti-virus software, and SDS student database software.	07/01/2012	06/30/2013	10,000	10,000	0	D	0	0	0	0	0	0
4 Purchase 4 computers, 4 projectors, for classroom presentation resources.	07/01/2012	06/30/2013	4,800	2,400	0	D	2,400	0	0	0	0	0
5 Purchase 15 computers annually to update computer labs.	07/01/2012	06/30/2013	10,000	10,000	0	D	0	0	0	0	0	0

Section II F. Action Plan - Monitoring Process
Phase I

- ü PSAE results will be analyzed annually to monitor the achievement of the math improvement objective.
- ü The implementation of **ALEKS** technology into classrooms to improve math skills and Reading skills will be monitored by **software/hardware installation** and course curriculum. **Student logs and module completion rates** will also be reviewed and analyzed.
- ü The implementation of **multimedia and video technology** into classrooms to improve math and Reading skills will be monitored by **purchases and implementation** into course curriculum.
- ü Review instructional technology specialist's utilization by teachers in matching technology to curriculum needs and in developing teaching strategies that make the best use of the technology. **Faculty in-service and CPDU records**, meeting agendas/minutes, survey.
- ü Measure use of innovative strategies for the delivery of rigorous courses and curricula with **IVHS** and on-line courses. Gifted coordinator provides **enrollment figures and grades**; and, IVHS students taking **AP exams recorded**.
- ü Analyze use of **scheduled release time with substitute teachers** and department/content area learning community collaboration times to promote **on-going staff development** that focuses on math and Reading and technology integration.
- ü Monitor **attendance** at parent/community nights.
- ü Monitor **log** of district website hits and Edline use by parents, staff, students, and community.

The School Improvement team and Technology Committee will review and analyze the Technology Plan annually.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Data from ALEKS and Edoptions web-based curriculum.	Data acquired from ALEKS and Edoptions software integrations and math credits retrieved.	Quarterly	Math teacher assigned, English literacy teachers, Administration
PD Strategy	Provide professional development in faculty in-services, release time, and out-of-district PD activities.	Oral reports, teacher leave requests used.	Monthly	Administration
P/C Strategy	Monitoring attendance at PT Conferences, parent advisory group meeting nights, and parent informational meetings.	Attendance rates at specified events.	End of each meeting.	Administration
Tech D Strategy	Purchasing and reallocation of hardware and software and subsequent use of equipment.	Purchase invoices, software installation and teacher use, and usage reports/logs.	Quarterly	Technology Director/Administration

Section II F. Action Plan - Monitoring Process
Phase II

- ü PSAE results will be analyzed annually to monitor the achievement of the math improvement objective.
- ü The implementation of **ALEKS** technology into classrooms to improve math skills and Reading skills will be monitored by **software/hardware installation** and course curriculum. **Student logs and module completion rates** will also be reviewed and analyzed.
- ü The implementation of **multimedia and video technology** into classrooms to improve math and Reading skills will be monitored by **purchases and implementation** into course curriculum.
- ü Review instructional technology specialist's utilization by teachers in matching technology to curriculum needs and in developing teaching strategies that make the best use of the technology. **Faculty in-service and CPDU records**, meeting agendas/minutes, survey.
- ü Measure use of innovative strategies for the delivery of rigorous courses and curricula with **IVHS** and on-line courses. **Gifted coordinator provides enrollment figures and grades**; and, **IVHS students taking AP exams recorded**.
- ü Analyze use of **scheduled release time with substitute teachers** and department/content area learning community collaboration times to promote **on-going staff development** that focuses on math and Reading and technology integration.

ü Monitor **attendance** at parent/community nights.

ü Monitor **log** of district website hits and Edline use by parents, staff, students, and community.

The School Improvement team and Technology Committee will review and analyze the Technology Plan annually.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Data from ALEKS and Edoptions web-based curriculum.	Data acquired from ALEKS and Edoptions software integrations and math credits retrieved.	Quarterly	Math teacher assigned, English literacy teachers, Administration
PD Strategy	Provide professional development in faculty in-services, release time, and out-of-district PD activities.	Oral reports, teacher leave requests used.	Monthly	Administration
P/C Strategy	Monitoring attendance at PT Conferences, parent advisory group meeting nights, and parent informational meetings.	Attendance rates at specified events.	End of each meeting.	Administration
Tech D Strategy	Purchasing and reallocation of hardware and software and subsequent use of equipment.	Purchase invoices, software installation and teacher use, and usage reports/logs.	Quarterly	Tech Director/Administration

Section II F. Action Plan - Monitoring Process
Phase III

ü PSAE results will be analyzed annually to monitor the achievement of the math improvement objective.

ü The implementation of **ALEKS** technology into classrooms to improve math skills and Reading skills will be monitored by **software/hardware installation** and course curriculum. **Student logs and module completion rates** will also be reviewed and analyzed.

ü The implementation of **multimedia and video technology** into classrooms to improve math and Reading skills will be monitored by **purchases and implementation** into course curriculum.

- ü Review instructional technology specialist's utilization by teachers in matching technology to curriculum needs and in developing teaching strategies that make the best use of the technology. **Faculty in-service and CPDU records**, meeting agendas/minutes, survey.
- ü Measure use of innovative strategies for the delivery of rigorous courses and curricula with **IVHS** and on-line courses. **Gifted coordinator provides enrollment figures and grades**; and, **IVHS students taking AP exams recorded**.
- ü Analyze use of **scheduled release time with substitute teachers** and department/content area learning community collaboration times to promote **on-going staff development that focuses on math and Reading and technology integration**.
- ü Monitor **attendance** at parent/community nights.
- ü Monitor **log** of district website hits and Edline use by parents, staff, students, and community.

The School Improvement team and Technology Committee will review and analyze the Technology Plan annually.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Data from ALEKS and Edoptions web-based curriculum.	Data acquired from ALEKS and Edoptions software integrations and math credits retrieved.	Quarterly	Math teacher assigned, English literacy teachers, Administration
PD Strategy	Provide professional development in faculty in-services, release time, and out-of-district PD activities.	Oral reports, teacher leave requests used.	Monthly	Administration
P/C Strategy	Monitoring attendance at PT Conferences, parent advisory group meeting nights, and parent informational meetings.	Attendance rates at specified events.	End of each meeting.	Administration
Tech D Strategy	Purchasing and reallocation of hardware and software and subsequent use of equipment.	Purchase invoices, software installation and teacher use, and usage reports/logs.	Quarterly	Tech Director/Administration

Section II G. Action Plan – Budget Summary

Phase I - 2010 - 2011

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.	98,080	60,888	11,792	25,400	0	0	0	0	0
Total Budget for Phase I - 2010-2011	98,080	60,888	11,792	25,400	0	0	0	0	0

Phase II - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.	77,880	60,388	11,792	5,700	0	0	0	0	0
Total Budget for Phase II - 2011-2012	77,880	60,388	11,792	5,700	0	0	0	0	0

Phase III - 2012 - 2013

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Using a growth model, MHS will see a minimum of two points of annual growth from EXPLORE to EXPLORE, EXPLORE to PLAN, and PLAN to ACT in Math and Reading.	79,080	64,888	11,792	2,400	0	0	0	0	0
Total Budget for Phase III - 2012-2013	79,080	64,888	11,792	2,400	0	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 - 2010 - 2013	255,040	186,164	35,376	33,500	0	0	0	0	0

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.

Stakeholders that have been consulted in the development of this plan include the Technology Team members, School Improvement team members, Curriculum Committee team members, Rtl team members, parent advisory members, hispanic parent advisory members, and external consultants. Technology Team members include Leon Mosier, Scott Siri, Shawn Le Rette, Jeff Prusator, Denise Aughenbaugh, Liz Tucker, Lori Schrock, Virjean Haywood, Jennifer Masini, Mike Kilmartin, Sherry Engstrom, and Darlene Ayers. The school improvement team members include the following: Jayne Barnes, Kevin Wohrley, Jennifer Masini, Stephanie Haskell, John Holzman, Susan House, Rachel Henkel-Tarr, Elaine Sawin, Shawn Le Rette, Scott Horsch, Jeff Prusator and Denise Aughenbaugh. Members of the Curriculum Committee include the following: Scott Horsch, Mitch Landgraf, Leon Mosier, Sandy Mosier, John Holzman, Liz Tucker, Virjean Haywood, Lori Schrock, Sherry Engstrom, Mary Ann Roedl, Tim Dessing, Jeff Landers, Jason Artman, Jeff Prusator, Denise Aughenbaugh, Jeff Simonton (parent), Celine Garza (parent), Rachel Simonton (student), Joe Foulk (student), and Darlene Ayers (board of education member). External consultants utilized in plan development include Ronnie Uebel and Phl Wasilewski from the Regional Office of Education. The Response to Intervention team includes: Jayne Barnes, Stephanie Haskell, Amy Wilson, Holly Beals, Tammy Guerrero, Denise Aughenbaugh, Jeff Prusator, Scott Horsch. The parent advisory committee members include the following: Nancy Holland, Richard Lowers, Sonia D'Arteaga, Sara Escatel, Karen Waido, Dena Pakenham, Cheri Barth, and Rudy Arteaga. The Hispanic/Bilingual parent advisory members include the following: Ofelia Luna, Martha Felix, Manuel Felix, Francisca Martinez, Mario Espinoza, Frank Arteaga, and Margarita Hermosillo.

Adult literacy service providers and public libraries are both present in the Mendota Township High School District. Adult literacy is an extension of the local community college, Illinois Valley Community College. The liaison who serves between IVCC and MHS is Mr. Mitch Landgraf. Mr. Landgraf consulted with the Tech Committee and noted all adult literacy courses have been housed at the elementary school district and local library.

District 289 is the PK-8 school district in Mendota. Mrs. Marcia Burress is the Superintendent at District 289, and she allows Adult Literacy classes/programs to be housed at the elementary school district. IVCC is the provider of the GED services. IVCC is also an integral partner in offering English as a Second Language courses to the District's primarily Hispanic speakers. These courses are also found at District 289.

Graves-Hume Library is the only public library in the school district. Graves-Hume is a partner with the Mendota High School Media Center. Ms. Virjean Haywood is the MHS Media Specialist, and she is in close contact with the public library for both printed material and technology needs. MHS students are often tutored at the public library, and they have access to computers and on-line services at the public library.

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.

Acceptable Use of District Instructional Technology

Adopted: December 15, 2008

Board Policy 6:235

Instructional technology, including the Internet, is a part of the District's instructional program and serves to promote educational excellence by facilitating sharing, innovation, and communication. The Superintendent shall develop an implementation plan for this policy and appoint a system administrator.

The District is not responsible for any information that may be lost, damaged or become unavailable when using the network, or for any information that is retrieved or

transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

The same policies and procedures apply to individual board members and administrative staff members as apply to teachers or other District staff members. "Internet" includes all information accessed by Internet sites, District web sites, e-mail, on-line services and bulletin board systems.

Curriculum

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

The District's instructional technology is part of the curriculum and is not to be considered as a public forum for general use.

Acceptable Use

All use of the District's instructional technology must be: (1) in support of education and/or research, and be in furtherance of the Board's stated goals; or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's instructional technology or District computers. General rules for behavior and communications apply when using instructional technology. The District's *Acceptable Use Policy* (AUP) describes appropriate uses, ethics, and protocols. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are: (1) obscene; (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent. The Superintendent shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person received prior permission from the Superintendent or system administrator.

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

1. Ensure staff supervision of student access to online instructional technology,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,,

3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Use of Instructional Technology

Each student and his or her parent(s)/guardian(s) must sign the *Acceptable Use Policy* (AUP) before being granted independent use of instructional technology.

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

The failure of any student to follow the terms of the *Acceptable Use Policy* (AUP) or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. 6777.

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

Enhances Education Through Technology, 20 U.S.C. 254 (h) and (l).

720 ILCS 135/0.01.

CROSS REF.: 5.100, 5.170, 6.40, 6.210, 6.230, 6.260, 7.130, 7.190, 7.310

ADMIN. PROC.: 6.235-AP

Peer Review Feedback Form

District Name : Mendota Twp HSD 280	RCDT #:	350502800170000
<input checked="" type="checkbox"/> Original Submission	Date Peer Reviewed:	03/17/2010
School Years Covered by Plan:	ISBE Approval Date:	03/22/2010
<input checked="" type="checkbox"/> 2010-2011 <input checked="" type="checkbox"/> 2011-2012 <input checked="" type="checkbox"/> 2012-2013	Plan Expiration Date:	06/30/2013

Section Used for Mid-Course Correction Only

Mid-Course Correction(MCC)

Date of Annual Review Leading to MCC: _____ Approval Date of MCC: _____

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

Section I: Data and Analysis	Requirements
Data Collection & Information	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
<ul style="list-style-type: none"> ● 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:	

Section II: Action Plan	Requirements
<p>Part A. Overall Review of Action Plan</p> <ul style="list-style-type: none"> ● A.1 Goals ● A.2 Strategies and Activities ● A.3 Budget <p>Comments: A.1: 3/22/2010 Fbishop, ISBE; The goal statement present in the plan is not clearly adequate under NCLB as it does not specify, numerically, a target range, based on current data, to address the broader vision toward continuous improvement for all students enrolled in the district to make AYP in all phases. The district is strongly encouraged to include a goal statement written toward the maintenance of high academic achievement for all students in addition to statements addressing educational goals for specific subgroups.</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>
<p>Part B. Curriculum Integration Strategies and Activities</p> <p>Comments:</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>
<p>Part C. Professional Development Strategies and Activities</p> <p>Comments:</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>
<p>Part D. Parent/Community Involvement</p> <p>Comments:</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>
<p>Part E. Technology Deployment</p>	<p><input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet</p>

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:

3/22/2010 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan.