

Initial Submission	
Plan Resubmitted	
ISBE Approved	

Contact Information

District Information

District Name:	MUNDELEIN ESD 75	District Address:	470 N LAKE ST
City/State/Zip:	MUNDELEIN IL 60060 1825	RCDT Number:	340490750020000
Superintendent:	Dr Cynthia Heidorn	Superintendent Email*:	supt@d75.org
District Phone:	8479492700 Ext:	District Fax:	

* Required information - Name and information of the district contact person who is able to answer questions concerning the District Technology Plan.

1. Please enter District Technology Plan Coordinator Information below

Superintendent:	<input type="text" value="Dr Cynthia Heidorn"/>	Superintendent Email:	<input type="text" value="supt@d75.org"/>
DTP Contact Name*:	<input type="text" value="Dr. Dana Smith"/>	DTP Contact Email*:	<input type="text" value="dsmith@d75.org"/>
DTP Contact Phone*:	<input type="text" value="8479492700"/>	DTP Contact Fax:	<input type="text" value="8479492727"/>

2. Mid-course Correction - Complete this line when this is the yearly review of your district's approved 3-year technology plan and there ARE major changes to the plan. (Clarification of "major" changes--During the annual evaluation process if the district determines it isn't making progress toward goals or strategies or a new development or opportunity arises, the district will need to revise their technology plan).

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

District Data - Report Card Analysis



Summary - What do the District Report Card data tell you about student performance in your district? If appropriate, the district will consider grade-level and subgroup performance.

7-30-13: Summary of 2012-2013 Data:

At K-2, students are mastering the rote skills, but not all of them are developing the upper level reading strategies that are necessary, as evidenced by our ISEL achievement. Grades 3-8 in District 75 had between 61.4% and 68.5% of the students proficient or above in reading and between 52.0% and 66.1% proficient or above in math. With the change in cut scores and the adjustment of the assessment content [Common Core percentages], our scores have decreased since last year. However, at 5th grade, we are anticipating a 21.1% improvement in reading and a 12.4% improvement in math over our re-calculated 11-12 ISAT cut scores.



Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.

7-30-13: Data Analysis of 2012-2013 Data:**Strengths:**

91% of all Kindergarten students at or above target on the ISEL

21% of our 1st grade students are meeting the DRA ceiling at that grade level, indicating strong reading skills for those students.

66.1% of 3rd grade students at/above the ISAT target in math

68.3% of 5th grade students at/above the ISAT target in reading

62.5 of 7th grade students at/above the ISAT target in math

68.5% of 8th grade students at/above the ISAT target in reading

Weaknesses:

% of at/above target Kindergarten students decreased in 1st grade

We are not meeting our K-2 target of being at/above 90% on the ISEL

9.7% of our LEP students in 4th grade are at/above target on ISAT in reading

5.9% of our LEP students in 6th grade are at/above target on ISAT in math

The gap between 6th grade Hispanic and White student achievement in reading is 43.2%

The gap between 6th grade Hispanic and White student achievement in math is 44.9%

Internal Factors:

We need to address our flexible grouping process to ensure focused instruction for all students.

We must apply classroom assessment data [DRA, running records] more effectively when planning instruction.

Curriculum realignment at all grade levels is adjusting our instruction and the focus of our instructional activities.

External Factors:

Adjusting to the changing PARCC requirements has produced fluctuations in our achievement.

Changing community dynamics have demanded instructional adjustments to meet the needs of our students [LEP].

3-20-13 Data Analysis

Reading:

Strengths: Lexile scores have continued to increase over the years; many gaps have decreased.

Weaknesses: No significant changes over time noted.

Internal Factors: None identified.

External Factors: Norm charts have changed; Common Core Standards are now here; test format has changed; and there has been an increase in the number of ELL students.

Math:

Strengths: At least 90% of students are meeting or exceeding standards; use of manipulatives; we are moving a large number of students out of the 1st quartile; we have math labs in grades 6-8 (increased intervention for RTI students)

Weaknesses: Lack of RTI math support in K-5; no baseline data for K-1 so can't make predictions

Internal Factors: Closed a school; merged staff, administrative changes, lack of RTI math support

External Factors: New norms; new cut scores; increased student mobility

Achievement Gaps:

Strengths: We are closing the gap between Hispanic and Low Income groups in Reading

Weaknesses: The gap for LEP students has been increasing each grade level in Reading.

Internal Factors: A lot of Reading support is provided at all grade levels, but Math support is limited; Academic language needs are increasing by grade level

External Factors: Parent involvement; parent education level


Subgroups:

Strengths: Reading is a strength for IEP subgroups

Weaknesses: IEP subgroup did not meet in Math and LEP, Hispanic, and Low Income did not meet in Reading

Internal Factors: Focus has been more on Reading, New Math curriculum and curriculum guide, Lack of intervention in Math, but strong interventions in Reading

External Factors: Change in test version to align to Common Core, Economy affecting home life, emotional needs, Common language (Common Core)

 **Conclusions** - What do these factors imply for next steps in technology planning?

Based on the data and the analysis above, our next steps, with regard to technology are:

1. Technology will need to be integrated into student's learning experiences beginning at grade K to add depth to their learning and conceptual understandings.
2. **Technology should be used to created differentiated instructional opportunities for students. This will address the literacy development issues that we have at K-2 and it will work to reduce the achievement gap between our White and Hispanic students.**

District Data – Local Assessments



Summary - What do the Local Assessment data tell you about student performance in your district?. If appropriate, the district will consider grade-level and subgroup performance.

7-30-13: Summary of 2012-2013 Data:

- **Wash:** 66% of 1st grade students above the target on the DRA2
- **MG:** grades 3, 4, and 5 Hispanic students have exceeded the White population in MAP math growth
- **CSMS and MG:** Reached the 65th %ile for the NWEA College / Career target in reading, all grade levels [or within .5]

We are continuing to make progress with our various subgroups and our students are demonstrating both growth and achievement on our local assessments. However, as the assessments have moved to Common Core alignment, we have noticed a decrease in our scores in many areas.



Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.

7-30-13: Data Analysis of 2012-2013 Data:

Internal Factors:

We need to address our flexible grouping process to ensure focused instruction for all students.

We must apply classroom assessment data [DRA, running records] more effectively when planning instruction.

Curriculum realignment at all grade levels is adjusting our instruction and the focus of our instructional activities.

External Factors:

Adjusting to the changing PARCC requirements has produced fluctuations in our achievement.

Changing community dynamics have demanded instructional adjustments to meet the needs of our students [LEP].

3-20-13

Overall Observations:

- 1) 80% of district students are above or within expected growth (14% below)
- 2) 18-30 students per grade level are not making expected growth
- 3) Our strongest performance is at 5th grade and our weakest is at 2nd grade, but only separated by 6% points
- 4) MAP Reading has shown positive growth across all subgroups

5) MAP Math has shown that all subgroups tend to plateau at the 5th grade level

6) LEP Subgroup:

The gap increases with each grade level (Range=12.2-17.2 or 5 pts, Average = 13.95)

7) Hispanic Subgroup:

As they move through the system me Subgroup, there is positive progress in reading

We start off below the norm in 3rd grade and end above the norm in 8th grade

8) IEP Subgroup:

Are slower to catch up, but there is a positive trend

We start off below the norm in 3rd grade and equalize with the norm by 8th grade

9) Internal Factors: Focus has been more on Reading, New Math curriculum and curriculum guide, Lack of intervention in Math, but strong interventions in Reading

10) External Factors: Change in test version to align to Common Core, Economy affecting home life, emotional needs, Common language (Common Core)

Conclusions - What do these factors imply for next steps in technology planning?

- Increased access to technology is needed for our students to access the types of materials and experiences expected in the Common Core State Standards.
- Our technology needs to be upgraded to meet the requirements of the PARCC assessments.
- Professional development for the staff members is needed to increase the amount of technology integration in our lessons and units.
- Increased technology integration will allow our subgroups to access additional materials that will help in closing the achievement gaps that exist between some district subgroups.

District Information

Number	Item
1632	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).
57	Number of K-12 special education self-contained classroom students
164	Number of Teachers (FTE - this does not include teacher aides)
8	Number of Administrators
3	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
3	SubTotal
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
3	Total number of instructional school buildings
1	Total number of non-instructional buildings
100	Percentage of instructional school buildings with high speed internet access
0	Percentage of instructional school buildings with low speed internet access
0	Percentage of instructional school buildings with no internet access
100	Percentage of non-instructional school buildings with high speed internet access

0	Percentage of non-instructional school buildings with low speed internet access
0	Percentage of non-instructional school buildings with no internet access

Internet Access

Locations	Type of Internet Access							
	Total Number of Administrative Offices	10 mb Ethernet	100+ mb Ethernet	Dedicated Cable	DSL	Wireless	Other (Dial-up modem, etc.)	None (no internet access)
Instructional Classroom	0	0	0	99	0	0	0	0
Dedicated Computer Lab	0	0	0	1	0	0	0	0
Media Center/Library	0	0	0	3	0	0	0	0
Mobile Computer Lab	0	0	0	0	0	9	0	0
Administrative Offices	0	0	0	4	0	0	0	0
Teacher Offices	0	0	0	36	0	0	0	0
Other Locations	0	0	0	1	0	0	0	0
Totals	0	0	0	144	0	9	0	0

Computer Inventory

Desktop Computers

Desktop Computers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers (will populate automatically)		
		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	107	107	0	0	0	0	0	0	0	107	107
	SubTotal	0	107	107	0	0	0	0	0	0	0	107	107
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	21	21	0	0	0	0	0	0	0	21	21
	SubTotal	0	21	21	0	0	0	0	0	0	0	21	21
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	4	4	0	0	0	0	0	0	0	4	4
	2-5 years	6	3	9	0	0	0	0	0	0	6	3	9
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	6	7	13	0	0	0	0	0	0	6	7	13
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

Laptop/Tablet/Netbook Computers

Laptop/Tablet/Netbook Computers

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop/Tablet/Netbook Computers (will populate automatically)		
		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	260	260	0	0	0	0	0	0	0	260	260
	5+ years	0	25	25	0	0	0	0	0	0	0	25	25
	SubTotal	0	285	285	0	0	0	0	0	0	0	285	285
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	8	5	13	0	0	0	0	0	0	8	5	13
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	8	5	13	0	0	0	0	0	0	8	5	13
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

Handheld Devices

Handheld Devices													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Handheld Devices (will populate automatically)		
		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	74	74	0	0	0	0	0	0	0	74	74
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	74	74	0	0	0	0	0	0	0	74	74
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

Servers

Servers													
Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Servers (will populate automatically)		
		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/Off-site	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	11	4	15	0	0	0	0	0	0	11	4	15
	SubTotal	11	4	15	0	0	0	0	0	0	11	4	15

Operating Systems

Locations	PC					
	Windows 7	Windows Vista	Windows XP (any version)	Windows 2000 (any version)	Windows 95/98	Other PC
Instructional Classroom	0	0	0	0	0	0
Dedicated Computer Lab	0	0	0	0	0	0
Media Center/Library	0	0	0	0	0	0
Mobile Computer Lab	0	0	0	0	0	0
Administrative Offices	10	0	4	0	0	0
Teacher Offices	0	0	0	0	0	0
Other Locations/Off-site	0	0	0	0	0	0
Totals	10	0	4	0	0	0

Locations	MACINTOSH				
	MAC System 10.x	MAC System 9.x	MAC System 8.x	MAC System 7.x	Other MAC
Instructional Classroom	283	0	0	0	0
Dedicated Computer Lab	63	0	0	0	0
Media Center/Library	0	0	0	0	0

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Mobile Computer Lab	239	0	0	0	0
Administrative Offices	12	0	0	0	0
Teacher Offices	0	0	0	0	0
Other Locations/Off-site	0	0	0	0	0
Totals	597	0	0	0	0

Other Operating Systems (Including Linux)		
Location	Operating System	Number
Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0
Teacher Offices		0
Other Locations		0
	Subtotal	0

Operating Systems - Totals			
	Administrative	Other	Total
Windows:			
Windows Vista	0	0	0
Windows XP (any version)	4	0	4
Windows 2000 (any version)	0	0	0
Other PC	0	0	0
Windows 7	10	0	10
Windows 95/98	0	0	0

Subtotal	14	0	14
Macintosh:			
MAC System 10.x	12	0	597
MAC System 9.x	0	0	0
MAC System 8.x	0	0	0
MAC System 7.x	0	0	0
Other MAC	0	0	0
Subtotal	12	0	597
Other Operating Systems:			
SubTotal	0	0	0
Total	26	0	611

Network Equipment

Locations	Type of Equipment							
	Hubs	Routers	Switches	Wireless Access Points	Firewall	Spam Filter	Content Filter	Intrusion Detector
Instructional Classroom	0	0	0	0	0	0	0	0
Dedicated Computer Lab	0	0	0	0	0	0	0	0
Media Center/Library	0	1	5	0	0	0	0	0
Mobile Computer Lab	0	0	0	0	0	0	0	0
Administrative Offices	0	3	2	3	1	0	1	0
Teacher Offices	0	0	0	0	0	0	0	0
Other Locations	0	1	19	56	0	0	0	0
Totals	0	5	26	59	1	0	1	0

Licensed Software

Yes No	Software Type
<input type="checkbox"/> <input type="checkbox"/>	Networking
<input type="checkbox"/> <input type="checkbox"/>	Personal Productivity Tools (Word Processing, Spreadsheet, Database, Communications)
<input type="checkbox"/> <input type="checkbox"/>	Multimedia (Graphics, Desktop Publishing, Illustration, CAD, Animation, Video editing 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

Other Technologies

	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	53	21	74
Stand-alone Printers/Multifunctional Units	0	0	0
Stand Alone Scanners	4	0	4
Digital Cameras	12	1	13

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Camcorders/Movie Cameras	20	0	20
Satellite Dishes	0	0	0
Televisions	10	1	11
Video Microscopes	4	0	4
LCD Panels/Projection Devices	96	2	98
Fax Machines	0	3	3
Graphing Calculators	0	0	0
PDAs	0	0	0
Assistive/Adaptive Devices/Student Response Devices	19	0	19
GPS Devices/Geocaching	0	0	0
Science Probeware	0	0	0
Electronic Whiteboards	93	1	94
Whiteboard Peripherals (clickers, note capturing devices)	313	0	313
Document Cameras	45	0	45
MP3/ Electronic Readers, Kindles, etc.	5	0	5

Telecommunications

	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	0	5	5
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
Internet connected VOIP(Voice over IP)	0	0	0

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

Analysis



Summary - Briefly describe the technology deployment data in all district and school facilities (refer to the District Summary Technology Report). Technology deployment includes technology infrastructure, instructional technology integration, information technology, and telecommunications. What do these data tell you? 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.

Internet Access:

- Our current level of internet access is very strong. As our device numbers increase, we will need to address our wireless access points and switches to support additional bandwidth demands.

Computer Inventory:

- Our overall student to device ratio is 3.2 students to every device. The ages of some of the hardware and the type [desktop computers] present challenges for flexibly using those technologies.

Other Technologies:

- All of our classrooms and all of the appropriate instructional settings have Interactive Whiteboards [94]. Since we only have 45 document cameras, we may want to look toward purchasing additional cameras.
- We may be able to generate additional funding for technology, by reducing the overall number of printers [74] and directing document printing to our networked copiers.



Analysis - In what ways, if any, has technology deployment including technology infrastructure, instructional technology integration, and information technology contributed to student performance?

Technology has contributed to student performance in the following ways:

1. The network and bandwidth improvements have created a safe and reliable network that is used for instruction, communication, and collaboration.
2. The number of devices has increased, so students have more frequent opportunities to apply technology in their learning experiences.
3. There is a need to identify additional Web 2.0 tools and software content that the students can apply in the instructional setting.




Conclusions - What do these factors imply for next steps in technology planning?


1. We need to refresh the hardware that the staff members are using on a daily basis.
2. Students need access to additional instructional technology devices to decrease our student to device ratio.
3. Instructional software / Web 2.0 tools need to be developed and implemented across all grade levels.

Action Plan - Goals, Strategies, and Activities
Summary


FY 2015

Goal Number	Title
1	 We will decrease the achievement gap between 8th grade White and Hispanic students in the areas of English / Language Arts [from 20.8 percentage points to 17.3 percentage points] and Math [from 39.7 percentage points to 33.1 percentage points], based on the PARCC assessment. [Current data is based on iirc report card results in reading and math and each goal is decreased by the percentage that will make it nonexistent in six years.] IA07

FY 2016

Goal Number	Title
1	 We will decrease the achievement gap between 8th grade White and Hispanic students in the areas of English / Language Arts [from 17.3 percentage points to 13.8 percentage points] and Math [from 33.1 percentage points to 26.5 percentage points], based on the PARCC assessment. [Current data is based on iirc report card results in reading and math and each goal is decreased by the percentage that will make it nonexistent in six years.] IA07

FY 2017

Goal Number	Title
1	 We will decrease the achievement gap between 8th grade White and Hispanic students in the areas of English / Language Arts [from 13.8 percentage points to 10.3 percentage points] and Math [from 26.5 percentage points to 19.9 percentage points], based on the PARCC assessment. [Current data is based on iirc report card results in reading and math and each goal is decreased by the percentage that will make it nonexistent in six years.] IA07

Action Plan - Goals, Strategies, and Activities
FY 2015

FY 2015 Goal Title:

We will decrease the achievement gap between 8th grade White and Hispanic students in the areas of English / Language Arts [from 20.8 percentage points to 17.3 percentage points] and Math [from 39.7 percentage points to 33.1 percentage points], based on the PARCC assessment. [Current data is based on iirc report card results in reading and math and each goal is decreased by the percentage that will make it nonexistent in six years.] IA07

Action Plan- Instruction
FY 2015

FY 2015 Goal Title:

We will decrease the achievement gap between 8th grade White and Hispanic students in the areas of English / Language Arts [from 20.8 percentage points to 17.3 percentage points] and Math [from 39.7 percentage points to 33.1 percentage points], based on the PARCC assessment. [Current data is based on iirc report card results in reading and math and each goal is decreased by the percentage that will make it nonexistent in six years.] IA07

Strategy 1

We will develop digital interventions in the area of mathematics to provide differentiated instruction to our students.

Activity 1	Start Date	End Date
We will identify, research, and implement research-based digital math interventions for use K-8. IA13, IB02	07/01/2014	06/30/2015
Activity 2	Start Date	End Date
Teachers will develop Common Core instructional units with the NET-S standards integrated into the learning opportunities. IA13, IB02	07/01/2014	06/30/2015

Strategy 2

We will develop digital interventions in the area of English / Language Arts to provide differentiated instruction for our students. IA13, IB02

Activity 1	Start Date	End Date
We will identify, research, and implement research-based digital English / Language Arts interventions for use in K-8. IA13, IB02	07/01/2014	06/30/2015
Activity 2	Start Date	End Date
Teachers will develop Common Core instructional units with the NET-S standards integrated into the learning opportunities. IA13, IB02	07/01/2014	06/30/2015
Activity 3	Start Date	End Date
Instructional teams will identify digital texts and resources that will be used to support classroom instruction. IC05	07/01/2014	06/30/2015

Strategy 3	Start Date	End Date
Activity 1		

Action Plan- Professional Development
FY 2015

FY 2015 Goal Title:
We will decrease the achievement gap between 8th grade White and Hispanic students in the areas of English / Language Arts [from 20.8 percentage points to 17.3 percentage points] and Math [from 39.7 percentage points to 33.1 percentage points], based on the PARCC assessment. [Current data is based on iirc report card results in reading and math and each goal is decreased by the percentage that will make it nonexistent in six years.] IA07

Strategy 1
We will provide focused professional development to our instructional staff on integrating the Common Core State Standards the 21st Century Learning Skills to increase student achievement, based on student data, staff self-assessment data, and survey data. IC07

Activity 1	Start Date	End Date
We will run a Technology Bootcamp for all staff who will be receiving laptop computers during 2014. The training will consist of hardware / software operation, peripheral device application, and digital citizenship. IA06, IC07	07/01/2014	06/30/2015
Activity 2	Start Date	End Date
We will offer training opportunities for staff members on the following topics: 1) Digital-age Communication with Peers, 2) Lesson Design and Organization with Technology, 3) Creativity and Innovation, 4) Critical Thinking, Problem Solving, and Decision-Making with Technology, 5) The Use of Digital Tools for Learning. IC07	07/01/2014	06/30/2015
Activity 3	Start Date	End Date
Technology Integration Specialists will work directly with instructional staff to identify digital tools that can be differentiated based on student need. [Washington School: tablets and laptops, Mechanics Grove School: laptops, Carl Sandburg Middle School: chrome books and laptops] IC07, D11	07/01/2014	06/30/2015

Strategy 2		
Activity 1	Start Date	End Date

Strategy 3		
Activity 1	Start Date	End Date

FY 2015 Goal Title:

We will decrease the achievement gap between 8th grade White and Hispanic students in the areas of English / Language Arts [from 20.8 percentage points to 17.3 percentage points] and Math [from 39.7 percentage points to 33.1 percentage points], based on the PARCC assessment. [Current data is based on iirc report card results in reading and math and each goal is decreased by the percentage that will make it nonexistent in six years.] IA07

Strategy 1

District 75 will provide equitable technology access to all students and staff so that students can demonstrate their learning and growth through the use of technology. IA07

Activity 1	Start Date	End Date
We will replace the laptop computers for instructional staff members.	07/01/2014	06/30/2015
Activity 2	Start Date	End Date
All current staff laptops will be placed onto laptop carts and deployed to an elementary school building.	07/01/2014	06/30/2015
Activity 3	Start Date	End Date
We will research the best practices and will recommend an appropriate technology adoption at Carl Sandburg Middle School that will increase our device to student ratio.	07/01/2014	06/30/2015
Activity 4	Start Date	End Date
Network switches and access points will be replaced and added to increase the coverage of our wireless network.	07/01/2014	06/30/2015

Strategy 2

Activity 1	Start Date	End Date

Strategy 3		
Activity 1	Start Date	End Date

Action Plan - Goals, Strategies, and Activities
FY 2016

FY 2016 Goal Title:

We will decrease the achievement gap between 8th grade White and Hispanic students in the areas of English / Language Arts [from 17.3 percentage points to 13.8 percentage points] and Math [from 33.1 percentage points to 26.5 percentage points], based on the PARCC assessment. [Current data is based on iirc report card results in reading and math and each goal is decreased by the percentage that will make it nonexistent in six years.] IA07

Action Plan- Instruction
FY 2016

FY 2016 Goal Title:

We will decrease the achievement gap between 8th grade White and Hispanic students in the areas of English / Language Arts [from 17.3 percentage points to 13.8 percentage points] and Math [from 33.1 percentage points to 26.5 percentage points], based on the PARCC assessment. [Current data is based on iirc report card results in reading and math and each goal is decreased by the percentage that will make it nonexistent in six years.] IA07

Strategy 1

We will develop digital interventions in the area of English / Language Arts to provide differentiated instruction our students. IA13, IB02

Activity 1	Start Date	End Date
Instructional teams will identify digital texts and resources that will be used to support classroom instruction.	07/01/2015	06/30/2016
Activity 2	Start Date	End Date
We will research, identify, and implement research-based digital English / Language Arts interventions for use K-8. IA13, IB02	07/01/2015	06/30/2016
Activity 3	Start Date	End Date
Teachers will revise and adapt Common Core instructional units with the NET-S standards integrated into the learning opportunities. D11	07/01/2015	06/30/2016

Strategy 2

We will develop digital interventions in the area of mathematics to provide differentiated instruction to our students.

Activity 1	Start Date	End Date
We will identify, research, and implement research-based digital math interventions for use K-8. IA13, IB02	07/01/2015	06/30/2016

Strategy 3

Activity 1	Start Date	End Date

Action Plan- Professional Development
FY 2016

FY 2016 Goal Title:

We will decrease the achievement gap between 8th grade White and Hispanic students in the areas of English / Language Arts [from 17.3 percentage points to 13.8 percentage points] and Math [from 33.1 percentage points to 26.5 percentage points], based on the PARCC assessment. [Current data is based on iirc report card results in reading and math and each goal is decreased by the percentage that will make it nonexistent in six years.] IA07

Strategy 1

We will provide focused professional development to our instructional staff on integrating the Common Core State Standards the 21st Century Learning Skills to increase student achievement, based on student data, staff self-assessment data, and survey data. IA07

Activity 1	Start Date	End Date
We will run a Technology Bootcamp for all staff who will be receiving laptop computers during 2014. The training will consist of hardware / software operation, peripheral device application, and digital citizenship. IC07	07/01/2015	06/30/2016

Activity 2	Start Date	End Date
We will offer training opportunities for staff members on the following topics: 1) Digital-age Communication with Peers, 2) Lesson Design and Organization with Technology, 3) Creativity and Innovation, 4) Critical Thinking, Problem Solving, and Decision-Making with Technology, 5) The Use of Digital Tools for Learning. IC07	07/01/2015	06/30/2016
Activity 3	Start Date	End Date
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Strategy 2		
Activity 1	Start Date	End Date

Strategy 3		
Activity 1	Start Date	End Date

Action Plan- Technology Deployment Data
FY 2016

FY 2016 Goal Title:
We will decrease the achievement gap between 8th grade White and Hispanic students in the areas of English / Language Arts [from 17.3 percentage points to 13.8 percentage points] and Math [from 33.1 percentage points to 26.5 percentage points], based on the PARCC assessment. [Current data is based on iirc report card results in reading and math and each goal is decreased by the percentage that will make it nonexistent in six years.] IA07

Strategy 1		
District 75 will provide equitable technology access to all students and staff so that students can demonstrate their learning and growth through the use of technology. IA07		
Activity 1	Start Date	End Date
LCD projectors and other peripherals may need to be upgraded based on their mechanical life expectancies.	07/01/2015	06/30/2016
Activity 2	Start Date	End Date
Team will research and recommend a digital learning portal that staff and students can use to collaborate on various learning activities and to make the learning process more efficient. IC06	07/01/2015	06/30/2016
Activity 3	Start Date	End Date
If appropriate the district will access Technology Revolving Loan funds to support a hardware and software refresh.	07/01/2015	06/30/2016

Strategy 2		
Activity 1	Start Date	End Date

Strategy 3		

Activity 1	Start Date	End Date

Action Plan - Goals, Strategies, and Activities
FY 2017

FY 2017 Goal Title:

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Action Plan- Instruction
FY 2017

FY 2017 Goal Title:

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Strategy 1

Instructional staff members will increase their proficiency in the application of technology and the learning interventions for Mathematics and English / Language Arts. IA07

Activity 1	Start Date	End Date
Building teams will need to collect and analyze student data points to determine the effectiveness of the Mathematics and English / Language Arts interventions. IB02	07/01/2016	06/30/2017
Activity 2	Start Date	End Date
The NET-S standards will be comprehensively integrated into the District 75 units of instruction in the areas of Mathematics and English / Language Arts. D11	07/01/2016	06/30/2017
Activity 3	Start Date	End Date
Students will track their own academic growth using the Google Apps account and document center. IC06	07/01/2016	06/30/2017

Strategy 2		
Activity 1	Start Date	End Date

Strategy 3		
Activity 1	Start Date	End Date

Action Plan- Professional Development
FY 2017

FY 2017 Goal Title:
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Strategy 1		
District 75 will provide equitable technology access to all students and staff so that students can demonstrate their learning and growth through the use of technology.		
Activity 1	Start Date	End Date
District 75 will conduct a Needs Assessment to determine the future instructional and infrastructure technology needs.	07/01/2016	06/30/2017
Activity 2	Start Date	End Date
A comprehensive bandwidth survey will be completed to determine the future Internet needs of the district as the number of student and staff devices continue to increase.	07/01/2016	06/30/2017

Strategy 2		
Activity 1	Start Date	End Date

Strategy 3		
Activity 1	Start Date	End Date

Action Plan - Monitoring and Evaluation
FY 2015

Monitoring - The District Technology Plan should outline a forward-looking evaluation process for future implementation measures that compensate or adjust to changing conditions which might occur beyond the life of the plan.

1. Monitoring Description: Describe how district personnel will monitor the effectiveness of strategies and activities toward the achievement of the goals.

The District Technology Plan will be formally monitored 3 times per year, in alignment with the District 75 Rising Star Plan. In addition, the plan will be monitored monthly by the 21st Century Learning Team. The team will review the strategies and commitments outlined in the plan to determine the level of implementation for the areas of instruction, professional development, and technology deployment.

2. Monitoring Process

FY 2015	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person (s) Responsible
Instruction	PARCC data	Decreasing the achievement gap between White / Hispanic students by 6% in ELA and Math.	PBA, EOY	Director of Teaching and Learning
Professional Development	Professional Development feedback surveys.	75% positive feedback on the quality of the professional development program.	Will be completed after each applicable institute day, approximately 3 times per year.	Director of Teaching and Learning
Technology Data	Technology Inventory	Decrease of the device to student ratio	Annually	Director of Teaching and Learning

3. Children's Internet Protection Act - Provide Board Policy Information here:

Date Approved	Policy # [6 characters]
09/23/2013	6:235

Action Plan - Monitoring and Evaluation
FY 2016

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Date Approved	Policy # [6 characters]

Action Plan - Monitoring and Evaluation
FY 2017

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Date Approved	Policy # [6 characters]

ISBE Approval

District Name: Mundelein ESD 75

RCDT #: 340490750020000

Original Submission

ISBE Approval Date:

School Years Covered by Plan:

Plan Expiration Date:

2015 2016 2017

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.

Meets Does Not Meet

Comments:

District Data

Requirements

- District Information
- Report Card Data
- Local Assessments
- Technology Data

Meets Does Not Meet

Comments:

Action Plan

Requirements

Overall Review of Action Plan

- Goals
- Strategies and Activities
- Budget

Meets Does Not Meet

Comments:

Instruction Strategies and Activities

jn Meets jn Does Not Meet

Comments:

Professional Development Strategies and Activities

jn Meets jn Does Not Meet

Comments:

Technology Deployment Strategies and Activities

jn Meets jn Does Not Meet

Comments:

Monitoring and Evaluation

Requirements

- Monitoring Description
- Monitoring Process
- Internet Safety Policy

jn Meets jn Does Not Meet

Comments:

ISBE Review

jn Approved jn Revisions Needed jn Not Approved

Comments: