

Monroe SD 70

Technology Integration Plan 2009

Submitted	2/27/2009
Plan Resubmitted	
Pending ISBE action	3/9/2009
ISBE Approved	3/27/2009

District Information

District Name:	MONROE SD 70	District Address:	5137 W CISNA RD
City/State/Zip:	BARTONVILLE,IL,61607 1499	RCDT Number:	480720700020000
Superintendent:	BYRON SONDGEROTH	Superintendent Email:	BSONDGEROTH@MONROE70.ORG
District Phone:	3096973120	District Fax:	3096973185
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Original Submission — First submission of the technology plan by your district: **Yes**
 Amended Submission — Any resubmission of the plan (returning for peer review, etc): **No**

Mid-course Correction

The plan was reviewed and evaluated on

Mid course correction was needed? **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.

Vision Explanation:

Monroe School District is an active participant in a network of eight school districts in the Limestone area. The Limestone Area Administrators (LAA) holds monthly meetings in a cooperative effort to coordinate efforts and resources. As a result of this cooperation, the LAA conducted a community stakeholders meeting to develop a wide scale technology vision for the Limestone community. Representatives from all districts were involved including community leaders from the local library, Bradley University, local government, and other local businesses. A total of forty-five stakeholders met on Dec. 3, 1997 to develop a community vision. On **February 5, 1998** the same group met to finalize the vision and the following is the result.

On **October 31, 2005** the teachers and administrative staff held a school improvement session, where the previous vision statement for the technology plan was a topic for review. The teachers and staff broke into smaller groups to discuss the various aspects of the previous vision statement. With unanimous vote the previous vision statement was reaffirmed to still be accurate and current.

Vision Statement:

Based on community needs, Monroe School District #70, is committed to global learning using technology in an engaged learning environment. Our technologically connected community, including homes, schools, libraries, and businesses, has the ability to access information immediately for the purposes of research, interactive learning, and dissemination of knowledge. With the aid of technology, we continue to be life-long learners and productive members of our community.

Technology resources in our district will attempt to align with the district school improvement plan. To meet the goals of the plan, all available resources and efforts will focus on the student achievements. Technology should facilitate, enhance, and supplement the curricular goals of the district and assist in the managing information for the purpose of evaluating student achievement. Beyond the life of this plan we are looking into the future of increasing our bandwidth and data storage as newer technologies evolve.

Telecommunication:

Monroe School District provides equipment and support for communication tools. The district supports best practices in education and communications to ensure a positive educational experience for all.

Instructional Technology:

Monroe School District provides equipment, as well as instructional and technological support to facilitate the use of best practices in instructional technology.

Information Technology:

Monroe School District provides equipment and support to enable the district to function effectively for every day operations.

**Section I A. Data & Analysis — Report Card Data
Item 1— 2008 AYP Report**

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

	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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	86.3		Yes	84.9		Yes	96.3	Yes		
White	100.0	Yes	100.0	Yes	86.5		Yes	84.5		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes										

Four Conditions Are Required For Making Adequate Yearly Progress

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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2007.

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

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

**Section I A. Data & Analysis — Report Card Data
Item 2 —2008 AMAO Report**

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

District Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	96.3	96.1	95.8	95.7	96.1	95.9	95.6	96.3
Truancy Rate (%)	0.7	-	0.3	0.3	-	0.7	-	-
Mobility Rate (%)	8.0	5.9	8.7	10.7	8.3	12.4	9.3	6.5
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
District Population (#)	296	305	287	344	287	291	312	311
Economically Disadvantaged (%)	12.5	17.7	19.9	16.3	14.3	12.0	19.2	24.1
Limited English Proficient (LEP) (%)	-	-	-	-	-	-	-	-
Students with Disabilities (%)								
White, non-Hispanic (%)	94.6	93.1	95.1	93.0	93.7	96.2	93.9	94.2
Black, non-Hispanic (%)	3.0	3.3	2.4	4.7	4.2	1.7	1.9	2.9
Hispanic (%)	1.0	2.3	1.0	1.2	1.4	1.4	1.0	0.6
Asian/Pacific Islander (%)	1.4	1.3	1.4	1.2	0.7	0.7	1.0	1.0
Native American or Alaskan Native(%)	-	-	-	-	-	-	0.3	-
Multiracial/Ethnic (%)	-	-	-	-	-	-	1.9	1.3

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/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
D I S T R I C T	1999	93.8	2.9	1.8	1.5	-	-
	2000	94.3	2.7	1.5	1.5	-	-
	2001	94.6	3.0	1.0	1.4	-	-
	2002	93.1	3.3	2.3	1.3	-	-
	2003	95.1	2.4	1.0	1.4	-	-
	2004	93.0	4.7	1.2	1.2	-	-
	2005	93.7	4.2	1.4	0.7	-	-
	2006	96.2	1.7	1.4	0.7	-	-
	2007	93.9	1.9	1.0	1.0	0.3	1.9
	2008	94.2	2.9	0.6	1.0	-	1.3
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	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

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 Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
D I S T R I C T	1999	-	13.2	100.0	96.4	7.5	1	0.3	-	-
	2000	-	13.0	100.0	96.5	8.0	2	0.6	-	-
	2001	-	12.5	100.0	96.3	8.0	2	0.7	-	-
	2002	-	17.7	100.0	96.1	5.9	0.0	-	-	-
	2003	-	19.9	98.0	95.8	8.7	1	0.3	-	-
	2004	-	16.3	98.0	95.7	10.7	1	0.3	-	-
	2005	-	14.3	100.0	96.1	8.3	0.0	-	-	-
	2006	-	12.0	100.0	95.9	12.4	2	0.7	-	-
	2007	-	19.2	100.0	95.6	9.3	0.0	-	-	-
	2008	-	24.1	100.0	96.3	6.5	0.0	-	-	-
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49858	2.5	4.1	86.5

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	1999	341	-	-	-	-	-	-
	2000	331	-	-	-	-	-	-
	2001	296	33	30	26	42	37	-
	2002	305	35	32	32	31	41	-
	2003	287	34	34	37	33	31	-
	2004	344	35	37	33	36	33	-
	2005	287	27	36	36	37	35	-
	2006	291	33	28	40	26	37	-
	2007	312	36	39	29	41	29	-
	2008	311	24	35	39	38	41	-
S T A T E	1999	1962026	-	-	-	-	-	-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-	-	-	-	-
	2003	2044539	-	-	-	-	-	-
	2004	2060048	-	-	-	-	-	-
	2005	2062912	-	-	-	-	-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	155356	153480	154719	162594	159038	150475
	2008	2074167	155578	152895	153347	160039	161310	149710

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)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
D I S T R I C T	1999	23	20	37206	69	31	15	-	-	-
	2000	22	21	38860	69	31	15	-	-	-
	2001	23	22	40694	69	31	13	-	-	-
	2002	22	23	42527	68	32	14	-	-	-
	2003	22	23	44889	67	33	13	-	-	-
	2004	22	22	44590	73	28	16	-	-	-
	2005	21	23	47777	71	29	14	-	-	-
	2006	20	24	49890	75	25	15	-	-	-
	2007	17	21	48706	88	12	18	-	-	-
	2008	19	17	45480	85	15	16	-	-	-
S T A T E	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	18	18	1	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)**

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	90.6	88.6	81.5	81.1	81.1	80.8	-	-	-	86.6	89.7	80.0	62.1	58.8	64.8	84.6	76.7	82.1
White	90.6	90.9	84.6	82.8	84.9	80.0	-	-	-	85.7	91.9	80.7	61.7	56.3	64.8	83.3	75.0	83.8
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	63.7	-	-	-	-	-	-	70.0	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5

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+ Exceeds																		
All	-	-	-	63.2	80.0	90.7	-	-	-	88.9	78.1	92.5	93.4	72.8	85.3	75.7	100.0	90.5
White	-	-	-	62.1	78.4	90.3	-	-	-	88.0	76.9	91.9	93.1	70.9	89.7	75.0	100.0	90.2
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	81.8

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2003-2008																		
	Grade 3						Grade 4						Grade 5					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5
All	100.0	91.4	85.1	97.3	86.5	84.6	-	-	-	86.7	94.8	91.5	78.4	67.6	62.2	89.8	86.7	82.1
White	100.0	93.9	84.7	97.2	87.9	84.0	-	-	-	85.7	94.6	90.3	76.5	65.6	62.2	88.9	85.7	83.8
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	54.6	-	-	-	-	-	-	80.0	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grade 6						Grade 7						Grade 8					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets	-	-	-	47.5	55.0	62.5	-	-	-	47.5	55.0	62.5	40.0	40.0	47.5	47.5	55.0	62.5

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+ Exceeds																			
All	-	-	-	81.6	87.5	87.5	-	-	-	92.6	90.2	90.0	72.4	48.5	70.6	80.6	93.1	80.9	
White	-	-	-	81.1	86.5	87.1	-	-	-	92.0	89.8	89.2	75.0	48.4	72.4	80.0	92.6	80.5	
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	90.9	

Section I A. Data & Analysis — Report Card Data

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

Overall, Monroe continues to meet AYP and continues to score above state average on almost all of its ISAT exams. In 2008, reading scores were consistently above state average and showed an increase over Monroe's ISAT scores in reading from 2007. Math scores did not show such an increase and were not as consistent. Overall, math met AYP and was above the state average, but at different grade levels, Monroe's results were at or below grade level.

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.

In recent years, reading instruction has continued to be better aligned to the Illinois Learning Standards and instruction at the Jr. High level has been restructured to provide better consistency in instruction at the Jr. High level, with the staff placing more focus on assuring that the students understand the material in which they will be assessed on the ISAT.

In math, last year was the first year implementing a new textbook series which is aligned to the ILS. That implementation included grades 1-5. The use of the new series may be one of the reasons students performed lower than usual as teachers are working to get a better understanding of the series, how it is set up and how it is aligned to the ILS.

Other Factor:

An increased level of poverty in the building may also contribute to scores that do not meet Monroe's level of expectation.

Monroe also began the 2007-08 school year with several new staff members which most likely had an impact (positive and/or negative) on Monroe's results.

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.

Monroe is involved in an ongoing curriculum mapping project. The staff needs to continue this project with the goal of creating maps, especially in reading and math, that are aligned to the ILS and create a smooth flow from grade levels to assure there are not gaps in instruction.

Monroe has recently adopted new textbooks which are aligned to the ILS in reading and math up through fifth grade. For 2009-10, new reading texts will be adopted for grades 6-8. Monroe needs to update its curriculum in grades 6-8 math and consider the adoption of a new textbook for math which is aligned to the ILS as the other new materials are.

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, when appropriate, dates administered. All data used to develop the Action Plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

DIBELS - Administered in grades K-6 for 08-09. Assessment administered three times annually (September 08, January 09 and May 09). For 07-08 assessment administered to grade K-3 three times annually, consistent with schedule for 08-09.

Iowa Test of Basic Skills and CoGAT - Administered annually at Monroe to students in grades 1-7. Administered in early November.

Monroe also uses the EXPLORE test with its 8th grade population. This test has been issued in 07-08 and 08-09 in October.

Monroe uses a variety of local assessment to monitor the progress of its students. The primary local assessments are those given within the classroom to assess the students' progress on the materials being taught by the teachers.

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

The EXPLORE is a one time assessment given in the fall. Data does not give regular feedback on student progress.

The results from the Iowa test show that Monroe students score in the upper 50th percentile in these exams. Monroe also uses these results to give more insight into students who are struggling to pass their courses here at Monroe. Data does not give regular feedback on student progress and does not provide enough information for teacher to impact their instruction.

Monroe is in the early stages of analyzing its DIBELS results. This is an area in which Monroe teachers are using the data to impact their instruction. Overall, Monroe's teachers have been charting classroom results on an Rtl chart to demonstrate what percentage of its students are in Tier I, Tier II and Tier III. Students who are not in Tier I are receiving additional reading support in grades K-4. Overall, a high percentage of students are demonstrating that they are reading at grade level and are in Tier I.

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.

Except for the DIBELS, Monroe does not effectively use its local results to impact instruction. This is primarily the case because the assessments do not provide regular feedback, but provide feedback on an annual basis only. DIBES results are the only exception, with results available three times a year. Results from the EXPLORE and Iowa are good results, but come once a year. The results are not immediate.

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.

Monroe needs to research additional local assessments to be used. Those assessments need to address the area of mathematics for all grade levels and, at a minimum, reading for the upper Jr. High. The assessments need to be capable of being administered multiple times a year and need to have feedback which is immediate so that student needs can be addressed quickly. A new assessment also needs to be compatible with the ISAT so that Monroe can better address the needs of its students as they pertain to our state tests.

Section I C. Data & Analysis – Other Data Item 1 – Attributes and Challenges of the District

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 State Department of Education, the Universal Services Administrative Company, and the local community upon request.

We are primarily using the Teacher, Parent/Community, and Student Surveys taken in December 2008 as our means of collecting data to help identify our strengths and weaknesses in regards to technology.

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

Summary of Parent Survey (12/08):

96% of parents who responded have a computer at home.

100% have internet access and 89% of those have a version of high speed access.

52% of parents feel that their child uses technology at home to complete assignments.

60% of parents agree District 70 communicates with parents using technology.

Summary of Teacher Survey (12/08):

69% of teacher feel more comfortable using technology for professional tasks rather than for classroom learning.

62% of teachers rate there professional use of technology as daily.

100% of the teachers have the skills to utilize word processing and internet tools and 88% in the skills of email.

62% of teachers classify there abilities to design and assess lessons supported with technology for students as a beginner with support.

88% of the teachers have there students use technology mostly working individually.

75% of the teachers have there students use technology in their learning in either open or scheduled lab times.

77% of the students use word processing technology to complete assignments at least weekly.

The top three learning practices using technology are keyboarding at 75%, Drill/practice at 44%, and both collaborative projects tying with online research at 38 percent

Technology uses in classroom practices have resulted in about 80% of teachers considering it to be not used or having little to no influence and continuing to

teach along traditional lines.

Summary of Student Survey (12/08):

As computer users, 44% of Monroe's students classify themselves as confident and another 42% are classified as beginners.

77% of the technology used at school is done individually.

95% of the technology tools used for learning is the computer.

The applications mostly used in school work are 80% internet related and 59% software to practice skills in Math, Reading, or other subjects.

91% of the students have access to a home computer with internet access.

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

At this time our professional development is focused on basic skills which is being transferred into classroom practice.

The district's technology integration has not been a major focus of the district.

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

We need to look for ways to better utilize the District's web page and other technologies to improve communications regarding information and activities within the district.

We need to explore ways to improve student reading skills and help monitor student's use of online resources.

We need to explore the possibility of offering additional professional development courses focusing on the incorporation of the District's curriculum.

We need to explore ways in which to increase the integration of technology in all curricular areas.

We need to improve communication with the community and parents as to what we are doing.

We need to use technology in ways to improve student skills in reading, writing, and math. We also need to assure technology literacy of our students in the key areas of word processing, spreadsheets, presentation software, and Internet usage to include evaluation of website accuracy and copyright information.

We need to assure that our entire faculty participates in technology training. We need to expose staff to many uses and types of technology to enhance teaching and learning. We need to encourage our staff to use electronic record keeping and communication. We need to assure adequate technology assistance.

Section I C. Data & Analysis – Other Data
Item 2 – Educator Qualifications and Professional

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

Teacher Survey - December 2008

District Report Card 2007-2008

Professional Growth and Development is ongoing throughout the school year and summer supporting curriculum development, instructional learning and technology integration. There are many opportunities for the staff to attend workshops and conferences throughout the year.

Highly Qualified Data - As stated in the report card for 2008, 100% of the teachers are highly qualified, 15% hold master's degrees, and the average teachers has 17 years of teaching experience.

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

12% of teachers polled believe that the technology training offered by Monroe has been adequate.

44% of teachers agree that administrators provide time/opportunities for teachers to collectively share/reflect on curriculum lessons.

38% of teachers agree that administrators articulate and coach teachers in effective curriculum/technology connections.

81% of teachers are using one-to-one learning with colleague/coach as the primary way of learning technology.

81% of teachers have taken less than 30 hours of technology training within the last five years.

Teachers express a concern that they are not properly trained to address Rtl and to meet the needs of all students. Teacher input indicates that teachers see the need to hire a reading specialist who has experience in dealing with at-risk students and dealing with the requirements of ISAT.

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.

Lack of teacher participation in technology-based professional development limits the opportunity to see technology integrated lessons in the classroom.

Scheduling of technology-based professional development sometimes conflicts with other curriculum-based professional development.

Limited funding of the technology program limits the number of technology-related course offerings.

Staff feel that smaller class sizes have had a positive impact on student results. More one-on-one attention is afforded students on a daily basis. The size of the building allows for good communication among teachers. The daily informal discussions among teachers increase Monroe's level of curricular articulation. Jr. High teachers must teach multiple subject areas at times. This does not allow for specialization in teaching.

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.

The current technology-based professional development program does not meet the needs of Monroe staff. A long range program needs to be put in place that emphasizes technology integration. This program needs to be aligned to the NETS, Illinois Technology Standards, and Monroe's scope and sequence. More technology funding training and opportunities are needed to improve the ability of teachers to integrate technology into the curriculum and encourage the use of innovative technologies.

Monroe will need to continue education staff on RtI and ways to meet the needs of all students. This includes research-based interventions, use of data and other professional development which allows staff to teach to the multiple styles of learners they see within the classroom on a daily basis.

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

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, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

Parent Survey - December 2008

Teacher Survey - December 2008

Review of current district communication artifacts (website, newsletter, email, teacher communication) - December 2008

School Report Card - October 2008

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

Parent Survey indicates the following:

- 96% of student homes have internet access 89% having a high speed connection
- 68% of parents feel technology in the school is adequate
- 58% of parent indicate the school uses technology for communication (i.e. web pages, listservs, newsletters and email)
- results indicate that 82% of parents have communicated with school personnel by phone and 44% have communicated with teachers via email.
- approximately 50% of parents reported participation in school fund raising activities, classroom helpers, and/or booster organizations.

Teacher survey indicates 50% of teacher reported communicating with parents via email on a weekly basis while 44% indicated that they seldom communicate with parents via email.

Review of communication artifacts revealed:

That we are using both technology and traditional means of communications with parents

Website provides parent access to Skyward which provide grade, class assignments and attendance reports

Analysis:

The district has a strong parent/community support for both classroom and technology initiatives. Communication efforts utilize both traditional and electronic means of communication.

Monroe boasts 100% parental contact on its school report card. Monroe also has two very active parent groups; the Monroe Association of Parents and Teachers and the Monroe Boosters. Staff believe it reaches out to parents to involve them when students are struggling. In particular, parents are an integral part of Monroe's STAR program, a program in which additional support is provided to at-risk students in Jr. High.

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.*

Monroe is a small district that highly encourages both parent and community involvement.

The Monroe web page has increased use with the addition of Skyward. Parents and students utilize the reports to keep update on grades and assignments.

Parental involvement directly relates to student achievement. The more active a parent is in his/her child's education, the better they will perform. Staff has indicated that they do not feel the support is as strong as it once used to be. Perhaps this is due to more single parent families and more families in which both parents are working.

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.*

In effort to expand electronic services to parents, the district will include access to student's lunch accounts via the Monroe web pages.

Continue to encourage parent involvement in a number of school related activities as well as electronic communication with teachers and other school staff.

Monroe can continue to find more ways to reach out to parents and to provide better communication. Monroe should continue to find ways in which its web page can provide better information to parents so that they are aware of important activities and dates. As Monroe continues to develop its Rtl plan, it will need to be sure to identify how parents will be involved in that process. Monroe may also begin signing contracts with parents, to be sure they are accountable for those things in which a parent must do with a child to make him/her more likely to be successful.

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 Action Plan. This is a list of tools and, when appropriate, dates administered. All data used to develop the action plan must be made available to ISBE, the United States Department of Education, the Universal Services Administrative Company, and the local community upon request.

We used and completed the online Technology Inventory Spreadsheet on December 5, 2008 for the basis of Monroe's hardware and software inventory.

Community/parent surveys 12/08

Student online surveys 12/08

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

After basic analysis of the hardware inventory it is evident that the computer systems are becoming aged with all of them falling in the 2-5 years of age or more. It was also noticed that because of the age of the computers that the operating systems of the classroom computers are nearly all running with an obsolete version and should be upgraded.

It also shows that the student to computer ratio is almost 4 to 1 with that ratio actually being higher if you consider that the teachers and students are having to share the only computer in the classrooms for some activities.

We currently have a 7 phone line system with a single T1 which are meeting the needs of todays operations but may need to have more capacity with more resources becoming online. The band width issue will be monitored periodically to determine if another T1 line or other solution needs to be implemented.

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.

Minimal classroom space for more computers.

The constant emergence of new technologies will require additional bandwidth, increased security and server storage capacity as well as technical support.

The need for these additional resources limits the ability to support technology enhanced activities in the classroom.

Limited funding for technology available from the school district, impacts our ability to provide adequate technology opportunities to support the goal and strategies of this plan.

Budgetary constraints do not allow for rotation of newer systems.

The age of some equipment limits the ability to use some technologies.

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.

In order to achieve the goals of this plan, the District will need to plan, purchase, and maintain technology initiatives which provide adequate resources to support a technology-enhanced classroom.

Upgrade current computer inventory to Windows XP allowing for a universal operating system throughout the school. The version of Office productivity software will also need to be upgraded as well.

Many of these computers may need to be upgraded to meet future needs caused by emerging technologies.

Current bandwidth and server storage space are adequate, but consideration will need to be given to ensure adequate access as new technologies become available.

The district will establish a procedures to monitor bandwidth usage and determine a level in which bandwidth increases need to be considered.

The district will maintain current inventory systems as well as purchase additional systems for a second computer lab.

District Technology Inventory - District Information

Number	Item
311	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).
0	Number of K-12 special education self-contained classroom students
19	Number of Teachers (FTE - this does not include teacher aides)
1	Number of Administrators
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
0	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
0	Subtotal
1	Total number of instructional school buildings

Number	Item
0	Total number of non-instructional school buildings

District Technology Inventory - Internet Access

Location	Type	Number of Rooms
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	24
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	1
	Dedicated Cable	0
	DSL	0

Location	Type	Number of Rooms
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	4
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0

Location	Type	Number of Rooms
	None (no internet access)	0
Other Locations	10 mg Ethernet	0
	100+ mg Ethernet	5
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	3

District Technology Inventory - Computer Inventory(Desktop Computers)

Desktop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		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	22	0	22	22	0	22	0	0	0	0	0	0
	5+ years	14	0	14	14	0	14	0	0	0	0	0	0
	SubTotal	36	0	36	36	0	36	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	25	0	25	25	0	25	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	25	0	25	25	0	25	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0

Desktop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	2-5 years	1	0	1	1	0	1	0	0	0	0	0	0
	5+ years	2	0	2	2	0	2	0	0	0	0	0	0
	SubTotal	3	0	3	3	0	3	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	3	0	3	3	0	3	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	3	0	3	3	0	3	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	1	0	1	1	0	1	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	1	0	1	1	0	1	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	3	0	3	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	3	0	3	3	0	3	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Laptop Computers)

Laptop Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		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	7	0	7	7	0	7	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	7	0	7	7	0	7	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	1	0	1	1	0	1	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

Laptop Computers													
		Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	SubTotal	1	0	1	1	0	1	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 (Tablet Computers)

Tablet Computers													
		Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0

Tablet Computers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	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

Tablet Computers													
		Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	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)

Servers													
		Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	1	0	1	1	0	1	0	0	0	0	0	0
	5+ years	2	0	2	2	0	2	0	0	0	0	0	0
	SubTotal	3	0	3	3	0	3	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

Servers													
Location	Computer Age	Total Desktop Computers			High Speed Access >=56k			Low Speed Access <56k			No Internet Access		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	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	2	0	2	2	0	2	0	0	0	0	0	0
	5+ years	2	0	2	2	0	2	0	0	0	0	0	0
	SubTotal	4	0	4	4	0	4	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 - Operating Systems

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	0

	Windows XP (any version)	3
	Windows 2000 (any version)	0
	Windows 98	31
	Windows 95	0
	Other PC	0
	Subtotal	34
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	25
	Windows 2000 (any version)	0
	Windows 98	7
	Windows 95	0
	Other PC	1
	Subtotal	33
Media Center/Library	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	3
	Windows 95	0
	Other PC	0
	Subtotal	3
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0

	Windows 95	0
	Other PC	0
	Subtotal	0
Administrative Offices	Windows Vista	0
	Windows XP (any version)	1
	Windows 2000 (any version)	2
	Windows 98	1
	Windows 95	0
	Other PC	0
	Subtotal	4
Teacher Offices	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	1
	Windows 95	0
	Other PC	0
	Subtotal	1
Other Locations	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	1
	Windows 98	2
	Windows 95	0
	Other PC	0
	Subtotal	3

Macintosh		
Location	Operating System	Number
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
	Subtotal	0
Other Operating Systems (including Linux)		
Location	Operating System	Number
Instructional Classroom		0
Dedicated Computer Lab	Linux	1

Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0
Teacher Offices		0
Other Locations		0

District Technology Inventory - Network Equipment

Location	Equipment	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	8
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	1
	Switches	5
	Wireless Access Points	0
	Firewall	1
	Spam Filter	0
	Content Filter	1

Location	Equipment	Number
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	1
	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	1
	Routers	0
	Switches	2
	Wireless Access Points	0
	Firewall	1
	Spam Filter	0

Location	Equipment	Number
	Content Filter	1
	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	0
	Switches	3
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0

District Technology Inventory - Licensing Software

	Software Type
Yes	Networking

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

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	7	0	7
Stand-alone Printers	4	0	4
Scanners	3	0	3
Digital Cameras	4	0	4
Camcorders/Movie Cameras	1	0	1
Satellite Dishes	0	0	0
Televisions	25	1	26
Video Microscopes	0	0	0
LCD Panels/Projection Devices	2	0	2

Technology Type	Instructional	Administrative	Total
Fax Machines	1	1	2
Graphing Calculators	0	0	0
PDA's	1	1	2
Assistive/Adaptive Devices	0	0	0
GPS Devices	0	0	0
Science Probeware	0	0	0
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	64	0	64
Electronic Whiteboards	0	0	0
Whiteboard Capture Devices	0	0	0
Document Cameras	0	0	0
MP3 Players	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, and Blackberries)	0	7	7
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	1	1
Classrooms with Telephones			
	Number		
Classrooms with telephones	22		

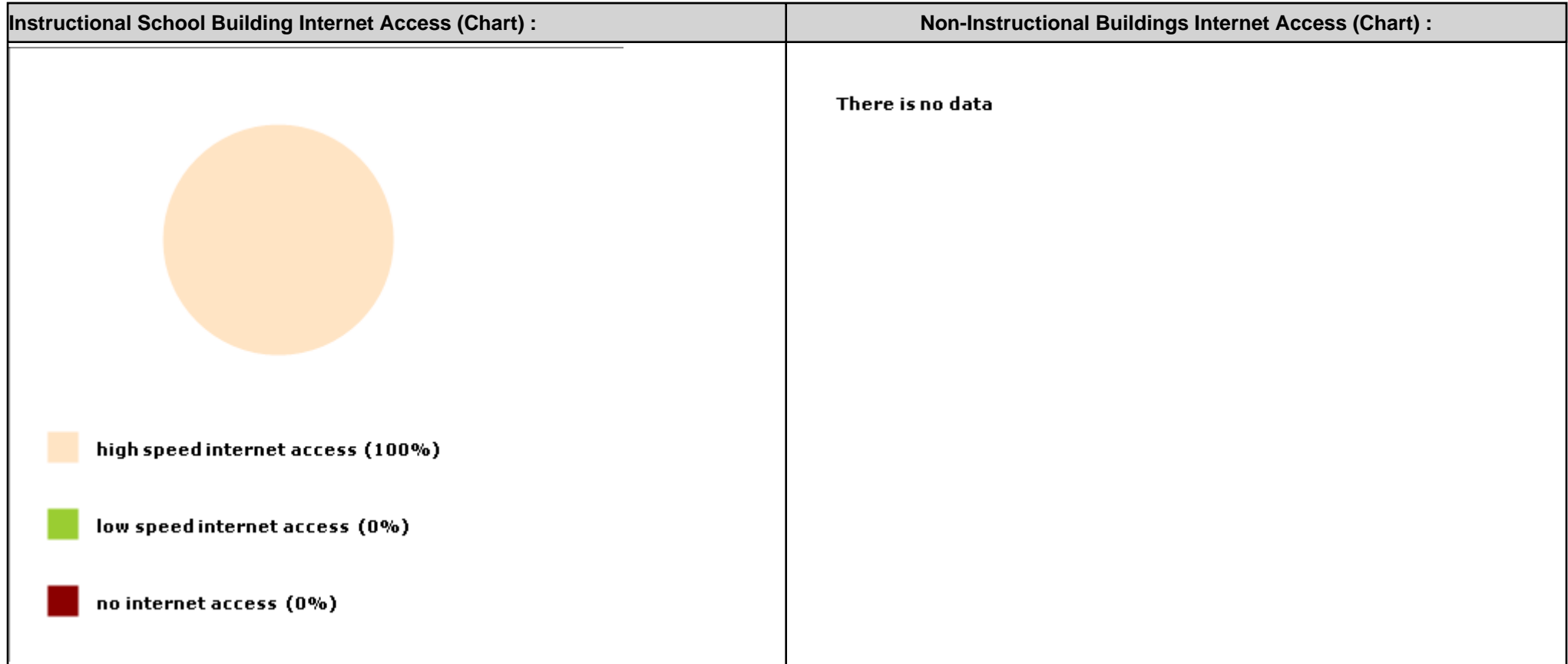
District Technology Inventory - Distance Learning

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			
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
311	0	19	1

Number of instructional school buildings with high speed internet access	Number of instructional school buildings with low speed internet access	Number of instructional school buildings with no internet access	Number of non-instructional school buildings with high speed internet access	Number of non-instructional school buildings with low speed internet access	Number of non-instructional school buildings with no internet access
1	0	0	0	0	0



Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers														
Desktops	36	0	25	0	3	0	0	0	3	0	1	0	3	0
Laptops	0	0	7	0	0	0	0	0	1	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Servers	0	0	3	0	0	0	0	0	4	0	0	0	0	0
	36	0	35	0	3	0	0	0	8	0	1	0	3	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	
	36		35		3		0		8		1		3	
Students per Computer													3.62	

Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	36	0	25	0	3	0	0	0	3	0	1	0	3	0
Laptops	0	0	7	0	0	0	0	0	1	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	3	0	0	0	0	0	4	0	0	0	0	0
	36	0	35	0	3	0	0	0	8	0	1	0	3	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	
	36		35		3		0		8		1		3	
Students per Computer													3.62	

Computers with Low Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
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													0	

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

Computers with No Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Students per Computer													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
0	0	0	55	8	0	16	0	0

Internet Access	
Number of Rooms	Type
0	10 mg Ethernet
36	100+ mg Ethernet
0	Dedicated Cable
0	DSL
2	Wireless
0	Other (Dial-up modem, etc.)
3	None (no internet access)

Operating Systems	
Number of Rooms	Type
0	Windows Vista

Operating Systems	
Number of Rooms	Type
29	Windows XP (any version)
3	Windows 2000 (any version)
45	Windows 98
0	Windows 95
1	Other PC
0	MAC System 10.x
0	MAC System 9.x
0	MAC System 8.x
0	MAC System 7.x
0	Other MAC

Other Technologies	
Total	Type
7	Number of Networked Printers
4	Number of Stand-alone Printers
3	Number of Scanners
4	Number of Digital Cameras
1	Number of Camcorders/Movie Cameras
0	Number of Satellite Dishes
26	Number of Televisions
0	Number of Video Microscopes
2	Number of LCD Panels/Projection Devices

Other Technologies	
Total	Type
2	Number of Fax Machines
0	Number of Graphing Calculators
2	Number of PDAs
0	Number of Assistive/Adaptive Devices
0	Number of GPS Devices
0	Number of Science Probeware
0	Number of Modems (below 28.8 kbps)
64	Number of Modems (28.8 kbps or above)
0	Number of Electronic Whiteboards
0	Number of Whiteboard Capture Devices
0	Number of Document Cameras
0	Number of MP3 Players

Distance Learning	
Number of Access Points	Distance Learning
0	Satellite
0	Cable/Broadcast
0	Internet Services for Distance Learning
0	Phone line/v-tel systems
0	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.** (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**angible) **goal(s)** in the box below. These goals will be addressed in your strategies and activities in Section II.

Using current research and best practices in the integration of technology, student academic achievement will improve in the areas of reading, math, science and writing. Scores throughout the district will meet the state's AYP (7.5% annual increase) in each of three years as measured by state and local assessments. Current achievement levels are:

Reading - Grade 3- 80%, Grade 4- 80%, Grade 5- 82%, Grade 6- 91%, Grade 7- 92%, Grade 8- 91%.

Math - Grade 3- 84%, Grade 4- 92%, Grade 5- 83%, Grade 6- 87%, Grade 7- 90%, Grade 8- 81%.

Science - Grade 3- NA%, Grade 4- 92%, Grade 5- NA%, Grade 6- NA%, Grade 7- 92%, Grade 8- NA%.

Writing - Grade 3- NA%, Grade 4- NA%, Grade 5- 82%, Grade 6- 56%, Grade 7- NA%, Grade 8- 53%.

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

Goal 1 Description for Phase I :2009-2010

All Monroe District 70 student will meet AYP in reading. Technology resources and best practices will be utilized to support improvement in reading and other academic areas.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Align the reading and math curriculum.

	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	Staff will use SIP days and Institute days to align the reading and math curriculum and enter it into the CurriculumMapper software for further analysis.	7/1/2009	6/30/2010	3000	0			0	3000	0	0	0	0

Strategy 2

Analyze the current instructional materials. This will include a review and evaluation of technology related materials.

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 Monroe will continue to analyze the current instructional materials it is using in reading and math and update those materials when necessary.	7/1/2009	6/30/2010	11500	8000			0	0	0	0	0	3500
2 Monroe will evaluate software and online instructional resources to support reading and math.	7/1/2009	6/30/2010	1500	1500			0	0	0	0	0	0
3 Monroe will continue to provide access to the Scott Foresman Reading Street series for grades K-5; Accelerated Reader for grades K-8.	7/1/2009	6/30/2010	2000	2000			0	0	0	0	0	0

Strategy 3

Find local assessment in reading and math.

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 Monroe will research and recommend a local assessment in reading and math which provides immediate feedback to teachers about the students at multiple times throughout the year.	7/1/2009	6/30/2010	1500	1500			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy 1

curriculum mapping strategies

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 Monroe staff will continue to be in-serviced in curriculum mapping strategies using Curriculum Mapper	7/1/2009	6/30/2010	1300	1300			0	0	0	0	0	0

Strategy 2

Obtain local assessment tool that is web based for providing immediate feedback of student progress.

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	Monroe staff will evaluate a local assessment tool chosen by the Rtl team for recommendation at Monroe.	7/1/2009	6/30/2010	4000	0			2000	2000	0	0	0	0
2	Offer a training sessions in technology for the tools recomended by the Rtl team on how to data mine the information obtained.	7/1/2009	12/31/2009	1000	0			0	1000	0	0	0	0

Strategy 3

In-service Rtl Training and include training in differentiated instruction with technology.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Monroe will continue to receive in-service training on Rtl (purpose, research-based interventions, data analysis).	7/1/2009	6/30/2010	4000	0			2000	2000	0	0	0	0
2	Offer a training session in technology for the differentiated class room.	7/1/2009	12/31/2009	1000	0			0	1000	0	0	0	0

Section II D. Action Plan — Parental/Community Involvement

<h5>(such as adult literacy providers, public library services and district emergency crisis planning)</h5>

Strategy 1

Getting Community more involved and keeping them informed in a variety of methods.

	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	As per Monroe's Title I plan, parents will be involved through a variety of methods including Open House, Parent Conference, Classroom Nights, and other special events in which parents are invited to school. Parents will also recieve regular communications via their students, the mail, e-mail and the district web page.	7/1/2009	6/30/2010	1000	1000			0	0	0	0	0	0
2	Continue to provide parents and students access to the Skyward Family/Student Access for viewing current grades, assignments and electronic communications with the teacher.	7/1/2009	6/30/2010	5000	5000			0	0	0	0	0	0

Strategy 2													
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0			0	0	0	0	0	0	0

Strategy 3													
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	0

Section II E. Action Plan — Technology Deployment

Strategy 1													
Update computer systems through out District to provide enriched and uniformed access to applications and web content.													
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 If budget allows, upgrade computer systems from Windows 98 to Windows XP.	7/1/2009	8/24/2009	5000	5000	0	D	0	0	0	0	0	0	0
2 If budget allows, upgrade Microsoft Office products from Office 2000 to at least Office 2003.	7/1/2009	8/24/2009	5000	5000	0	D	0	0	0	0	0	0	0
3 Update and/or maintain machines as necessary to meet required specifications of web-based and software applications.	7/1/2009	6/30/2010	5000	5000	0	D	0	0	0	0	0	0	0

Strategy 2													
Provide increased access to computers for instructional usage.													
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 If Parent Association can raise funds to furnish equipment. Monroe will setup a second computer lab to help reduce time constraints for computer usage.	7/1/2009	6/30/2010	15000	15000	0	D	0	0	0	0	0	0	0

Strategy 3													
Support SIP objectives in the area of Reading.													
	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	Renew annual subscriptions for Accelerated Reader and Star Reading for grades K-8.	7/1/2009	6/30/2010	2000	2000	0	D	0	0	0	0	0	0

**Section II - Action Plan - Phase II
Goals, Strategies, and Activities**

Goal 1 Description for Phase II :2010-2011

All Monroe District 70 student will meet AYP in reading. Technology resources and best practices will be utilized to support improvement in reading and other academic areas.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1													
Align the reading and math curriculum.													
	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	Staff will use SIP days and Institute days to continue aligning the reading and math curriculum and enter it into the CurriculumMapper software for further analysis. Upon completion of those maps, other course maps will be started.	7/1/2010	6/30/2011	2000	0			0	2000	0	0	0	0

Strategy 2													
Analyze the current instructional materials. This will include a review and evaluation of technology related materials.													
	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	Monroe will continue to analyze the current instructional materials it is using in reading and math and update those materials when necessary.	7/1/2010	6/30/2011	9000	5000			0	0	0	0	0	4000
2	Monroe will continue to provide access to the Scott Foresman Reading Street series for grades K- 5; Accelerated Reader for grades K-8.	7/1/2010	6/30/2011	2000	2000			0	0	0	0	0	0

Strategy 3

Find local assessment in reading and math.

	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	Monroe will continue to monitor student progress using new assessment tools in reading and math.	7/1/2010	6/30/2011	2000	2000			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy 1

curriculum mapping strategies

	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	Monroe staff will continue to be inserviced in curriculum mapping strategies using Curriculum Mapper.	7/1/2010	6/30/2011	1000	0			0	1000	0	0	0	0

Strategy 2

Obtain local assessment tool that is web based for providing immediate feed back of student progress.

	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	Monroe test group staff will receive in-service in administration and use of an updated local assessment tool chosen by the Rtl team for test pilot at Monroe.	7/1/2010	6/30/2011	1000	0			0	1000	0	0	0	0

2	Offer a training sessions in technology for the tools chosen by the RtI team on how to data mine the information obtained.	7/1/2010	6/30/2011	2000	1000			0	1000	0	0	0	0
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Strategy 3

In-service RtI Training and include training in differentiated instruction with technology.

	Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1	Monroe will continue to receive in-service training on RtI (purpose, research-based interventions, data analysis).	7/1/2010	6/30/2011	2000	2000			0	0	0	0	0	0
2	Offer a training session in technology for the differentiated class room.	7/1/2010	6/30/2011	1000	0			0	1000	0	0	0	0

Section II D. Action Plan — Parental/Community Involvement
 <h5> (such as adult literacy providers, public library services and district emergency crisis planning)</h5>

Strategy 1

Getting Community more involved and keeping them informed in a variety of methods.

	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	As per Monroe's Title I plan, parents will be involved through a variety of methods including Open House, Parent Conference, Classroom Nights, and other special events in which parents are invited to school. Parents will also receive regular communications via their students, the mail, e-mail and the district web page.	7/1/2010	6/30/2011	1000	1000			0	0	0	0	0	0
2	Continue to provide parents and students access to the Skyward Family/Student Access for viewing current grades, assignments and communications with the teacher.	7/1/2010	6/30/2011	5500	5500			0	0	0	0	0	0

Strategy 2

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Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1			0	0			0	0	0	0	0	0

Strategy 3

Activities	StartDate	EndDate	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

Strategy 1

Update computer systems through out District to provide enriched and uniformed access to applications and web content.

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 computer systems software as necessary to keep computer system up-to-date.	7/1/2010	6/30/2011	5000	5000	0	D	0	0	0	0	0	0
2 Upgrade operating software to keep it up-to-date.	7/1/2010	6/30/2011	5000	5000	0	D	0	0	0	0	0	0
3 Update and/or maintain machines as necessary to meet required specifications of web-based and software applications.	7/1/2010	6/30/2011	5000	5000	0	D	0	0	0	0	0	0

Strategy 2

Provide more times when computers are available for instructional usage.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Maintain and continue to upgrade second computer lab with newer equipment.	7/1/2010	6/30/2011	5000	5000	0	D	0	0	0	0	0	0

Strategy 3

Support SIP objectives in the area of Reading.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
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1	Renew annual subscriptions for Accelerated Reader and Star Reading for grades K-8.	7/1/2010	6/30/2011	6000	0	0	D	3000	3000	0	0	0	0
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**Section II - Action Plan - Phase III
Goals, Strategies, and Activities**

Goal 1 Description for Phase III :2011-2012

All Monroe District 70 student will meet AYP in reading. Technology resources and best practices will be utilized to support improvement in reading and other academic areas.

Section II B. Action Plan — Curriculum and Instruction

Strategy 1

Align the reading and math curriculum.

	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	Staff will use SIP days and Institute days to evaluate the reading and math or other curriculum maps and enter them into the Curriculum Mapper software for further analysis.	7/1/2011	6/30/2012	2000	2000			0	0	0	0	0	0
2	Completed maps will be made available on line as part of the schools curriculum.	7/1/2011	6/30/2012	500	500			0	0	0	0	0	0

Strategy 2

Analyze the current instructional materials. This will include a review and evaluation of technology related materials.

	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	Monroe will continue to analyze the current instructional materials it is using in reading and math and update those materials when necessary.	7/1/2011	6/30/2012	15000	10000			0	0	0	0	0	5000
2	Monroe will implement and rollout software piloted for online instructional resources to support reading and math.	7/1/2011	6/30/2012	5000	5000			0	0	0	0	0	0

3	Monroe will continue to provide access to the Scott Foresman Reading Street series for grades K- 5; Accelerated Reader for grades K-8.	7/1/2011	6/30/2012	2000	2000			0	0	0	0	0	0
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Strategy 3

Find local assessment in reading and math.

	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	Monroe will continue to montitor its reading and math assessments and upgrade as necessary	7/1/2011	6/30/2012	2000	2000			0	0	0	0	0	0

Section II C. Action Plan — Professional Development

Strategy 1

curriculum mapping strategies

	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	Staff will use SIP days and Institute days to evaluate the reading and math or other curriculum maps and enter them into the Curriculum Mapper software for further analysis.	7/1/2011	6/30/2012	1000	0			0	1000	0	0	0	0
2	Completed maps will be made available on line as part of the schools curriculum.	7/1/2011	6/30/2012	500	500			0	0	0	0	0	0

Strategy 2

Obtain local assessment tool that is web based for providing immediate feed back of student progress.

	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	Monroe staff will receive in-service in administration and use of local assessment tool chosen by the Rtl team for implementation at Monroe.	7/1/2011	6/30/2012	1000	0			0	1000	0	0	0	0
2	Offer a training sessions in technology for the tools chosen by the Rtl team on how to data mine the information obtained.	7/1/2011	6/30/2012	1000	0			0	1000	0	0	0	0

Strategy 3													
In-service Rtl Training and include training in differentiated instruction with technology.													
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Monroe will continue to update in-service training and analyze data on Rtl (purpose, research-based interventions, data analysis).	7/1/2011	6/30/2012	2000	0			1000	1000	0	0	0	0	

Section II D. Action Plan — Parental/Community Involvement
<h5> (such as adult literacy providers, public library services and district emergency crisis planning)</h5>

Strategy 1													
Getting Community more involved and keeping them informed in a variety of methods.													
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 As per Monroe's Title I plan, parents will be involved through a variety of methods including Open House, Parent Conference, Classroom Nights, and other special events in which parents are invited to school. Parents will also receive regular communications via their students, the mail, e-mail and the district web page.	7/1/2011	6/30/2012	2000	2000			0	0	0	0	0	0	
2 Continue to provide parents and students access to the Skyward Family/Student Access for viewing current grades, assignments and communications with the teacher.	7/1/2011	6/30/2012	5500	5500			0	0	0	0	0	0	

Strategy 2													
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1			0	0			0	0	0	0	0	0	

Strategy 3													

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

Strategy 1

Update computer systems through out District to provide enriched and uniformed access to applications and web content.

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 Update and/or maintain machines as necessary to meet required specifications of web-based and software applications.	7/1/2011	6/30/2012	5000	5000	0	D	0	0	0	0	0	0

Strategy 2

Provide more times when computers are available for instructional usage.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Maintain and upgrade second computer lab to help reduce time constraints for computer usage.	7/1/2011	6/30/2012	5000	5000	0	D	0	0	0	0	0	0

Strategy 3

Support SIP objectives in the area of Reading.

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 Renew annual subscriptions for Accelerated Reader and Star Reading for grades K-8.	7/1/2011	6/30/2012	2000	2000	0	D	0	0	0	0	0	0

**Section II F. Action Plan - Monitoring Process
Phase I**

Byron Sondgeroth, District Superintendent, will monitor the tools described in the table below on an annual basis. He will be looking at the overall student achievement level to monitor the impact of technology on achieving our goal.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Accelerated Reader data, Star Reader data, IOWA reading data, ISAT reading data.	Assessments will measure improvement in reading as indicated by AYP. Students will demonstrate a higher level of understanding of technology tools as they participate in technology enriched reading activities.	Annually	Byron Sondgeroth, District 70 Superintendent
PD Strategy	Staff development evaluation and feedback, attendance sheets, teacher survey results	Increased attendance in professional development classes; staff will demonstrate integration of technology into teaching practices.	Annually	Byron Sondgeroth, District 70 Superintendent
P/C Strategy	Attendance at parent/community technology presentations, number of "hits" on Skyward, parent surveys	Increased attendance at technology presentations, increase in number of visits to Skyward, positive feedback from parent surveys	Annually	Byron Sondgeroth, District 70 Superintendent
Tech D Strategy	ICN bandwidth utilization reports; equipment inventory report; meetings of district technology committee including usage reports and requests for new technology by teaching staff; usage reports for AR and Star Reading	Increased bandwidth usage; increased usage of AR and Star Reading; increase in teacher requests for additional newly developed technologies; increased inventory of up to date equipment	Annually	Byron Sondgeroth, District 70 Superintendent

**Section II F. Action Plan - Monitoring Process
Phase II**

Byron Sondgeroth, District Superintendent, will monitor the tools described in the table below on an annual basis. He will be looking at the overall student achievement level to monitor the impact of technology on achieving our goal.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Accelerated Reader data, Star Reading data, IOWA reading data, ISAT reading data	Assessments will measure improvement in reading as indicated by AYP. Students will demonstrate a higher level of understanding of technology tools as they participate in technology enriched reading activities.	Annually	Byron Sondgeroth, District 70 Superintendent

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
PD Strategy	Strategy Staff development evaluation and feedback, attendance sheets, teacher survey results	Increased attendance in professional development classes; staff will demonstrate integration of technology into teaching practices.	Annually	Byron Sondgeroth, District 70 Superintendent
P/C Strategy	Strategy Attendance at parent/community technology presentations, number logins on Skyward, and parent surveys.	Increased attendance at technology presentations, increase in number of visits to Skyward, positive feedback from parent surveys.	Annually	Byron Sondgeroth, District 70 Superintendent
Tech D Strategy	Strategy ICN bandwidth utilization reports; equipment inventory report; meetings of district technology committee including usage reports and requests for new technology by teaching staff; usage reports for AR Enterprise, and Star Reading	Increased bandwidth usage; increased usage of AR Enterprise, and Star Reading; increase in teacher requests for additional newly developed technologies; increased inventory of up to date equipment	Annually	Byron Sondgeroth, District 70 Superintendent

**Section II F. Action Plan - Monitoring Process
Phase III**

Byron Sondgeroth, District Superintendent, will monitor the tools described in the table below on an annual basis. He will be looking at the overall student achievement level to monitor the impact of technology on achieving our goal.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Accelerated Reader data, Star Reading data, IOWA reading data, ISAT reading data	Assessments will measure improvement in reading as indicated by AYP. Students will demonstrate a higher level of understanding of technology tools as they participate in technology enriched reading activities.	Annually	Byron Sondgeroth, District 70 Superintendent
PD Strategy	Staff development evaluation and feedback, attendance sheets, teacher survey results	Increased attendance in professional development classes; staff will demonstrate integration of technology into teaching practices.	Annually	Byron Sondgeroth, District 70 Superintendent
P/C Strategy	Attendance at parent/community technology presentations, number of logins on Skyward, parent surveys	Increased attendance at technology presentations, increase in number of visits to Skyward, positive feedback from parent surveys	Annually	Byron Sondgeroth, District 70 Superintendent

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
Tech D Strategy	ICN bandwidth utilization reports; equipment inventory report; meetings of district technology committee including usage reports and requests for new technology by teaching staff; usage reports for AR Enterprise, and Star Reading	Increased bandwidth usage; increased usage of AR Enterprise and Star Reading; increase in teacher requests for additional newly developed technologies; increased inventory of up to date equipment	Annually	Byron Sondgeroth, District 70 Superintendent

Section II G. Action Plan — Budget Summary

Phase I-II-III -Budget Summary

Phase I 2009 -2010	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
All Monroe District 70 student will meet AYP in reading. Technology resources and best practices will be utilized to support improvement in reading and other academic areas.	68800	52300	0	4000	9000	0	0	0	3500
Total Budget for Phase I - 2009-2010	68800	52300	0	4000	9000	0	0	0	3500

Phase II 2010 -2011	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
All Monroe District 70 student will meet AYP in reading. Technology resources and best practices will be utilized to support improvement in reading and other academic areas.	54500	38500	0	3000	9000	0	0	0	4000

Phase I-II-III -Budget Summary									
Total Budget for Phase II - 2010-2011	54500	38500	0	3000	9000	0	0	0	4000
Phase III 2011 -2012	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV-D	Title V	Other
All Monroe District 70 student will meet AYP in reading. Technology resources and best practices will be utilized to support improvement in reading and other academic areas.	51500	41500	0	1000	4000	0	0	0	5000
Total Budget for Phase III - 2011-2012	51500	41500	0	1000	4000	0	0	0	5000
Total Budget for Phases I, II, and III - 2009 - 2012	174800	132300	0	8000	22000	0	0	0	12500

**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.

The entire Monroe staff has been involved in this process. The staff spent an entire institute day during the 2008-09 school year reviewing Monroe's academic data and collaborating on the strengths and weaknesses identified in the data. The staff also provided suggestions for improvement. Monroe is meeting AYP in all areas so the areas for improvement are proactive, to help Monroe continue meeting AYP and improving on its already strong scores. In the fall of 2008, Monroe parents and community members were contacted to participate in an online survey to provide feedback as stakeholders in the district about Monroe's technology program. Participants logged onto the Monroe website where they were redirected to a technology survey. The local adult literacy program and public library did not provide input in the development of the plan but the district will continue to seek input during the implementation of the plan.

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.*

Monroe's School Board has approved policy number 6:235 entitled "Access to Electronic Networks". Accompanying the policy is the "Authorization for Electronic Network Access". These are guidelines for usage which are included in the student handbook and shared with parents. The guidelines are also shared with new and existing employees.

Peer Review Feedback Form

District Name	Monroe SD 70	RCDT #:	480720700020000
Original Submission: True		Approval Date:	03/27/2009
School Years Covered by Plan: 2009-2010:Yes 2010-2011:Yes 2011-2012:Yes		Plan Expiration Date	06/30/2012
Section Used for Mid-Course Correction Only			
Mid-Course Correction(MCC) :No		Date Peer Reviewed:	03/05/2009
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.	Meets

COMMENTS
All vision components are present.

Section I: Data and Analysis	Requirements
Data Collection & Information <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) 	Meets

COMMENTS

Section II: Action Plan	Requirements
Part A. Overall Review of Action Plan <ul style="list-style-type: none"> • A.1 Goals • A.2 Strategies and Activities • A.3 Budget 	<p style="text-align: center;">Meets</p>
COMMENTS	
Part B. Curriculum Integration Strategies and Activities	<p style="text-align: center;">Meets</p>
COMMENTS	
However, most strategies and activities in Goal 1 for all three years are professional development related, not curriculum and instruction related. The strategies and activities need to be moved to the professional development section except for Activity 3.	
Part C. Professional Development Strategies and Activities	<p style="text-align: center;">Meets</p>
COMMENTS	
Part D. Parent/Community Involvement	<p style="text-align: center;">Meets</p>
COMMENTS	
Part E. Technology Deployment	<p style="text-align: center;">Meets</p>

COMMENTS	
Part F. Monitoring	Meets
COMMENTS	
Section III: Plan Development, Review, and Implementation	Requirements
Part A. Stakeholder Involvement Part B. Internet Safety Policy	Meets
COMMENTS	

ISBE Review
Approved
COMMENTS
3/27/2009 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan as submitted.