

Initial Submission	02/25/2011
ISBE Approved	04/09/2011
MCC Review Date	
MCC Approval Date	

District Information

1. District Information

District Name:	Scott-Morgan CUSD 2	District Address:	PO Box 230
City/State/Zip:	Bluffs, IL 62621 0230	RCDT Number:	460860020260000
Superintendent:	Andrew J Stremlau	Superintendent Email:	astremlau@bluffs-school.com
District Phone:	2177543351	District Fax:	2177543908
TIP Contact Name:	William Upp	TIP Contact Email:	wupp@bluffs-school.com
TIP Contact Phone:	2177543815	TIP Contact Fax:	2177543908

2. Submission Type

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

3. Mid-course Correction

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

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### Vision Statement

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

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

The Vision of the Bluffs School District Technology Plan is to enhance and empower our students in the use of technology so that they will be equipped for any future education and employment opportunities. The use of technology a Bluffs School District will promote current best practices, while always *looking forward* to foster student growth in learning and to meet the ever changing needs of the students (population, economics, demagraphics)of the Bluffs School District. To meet this goal, the Bluffs School District will endeavor to create a learning environment that promotes and enhances problem solvers who will succeed by understanding and using the latest instructional technologies to achieve their educational, personal, and workplace goals.

The Bluffs School District serves a small, rural, agriculturally based community, and is committed to the area's growth and expansion through technology. To remain forward thinking the district continually monitors the demographics of the school district, which includes student population, academic achievement, and budget needs.

The District is dedicated to

- Making technology accessible to all
- Integrating current and emerging technology in instruction
- Using Professional Development to meet staff technical needs
- Enhancing District-wide student learning through appropriate and effective use of technology
- Constant assessing of all aspects of the plan to ensure effective and proper use of technology
- Supporting teaching and learning by easing organizational duties and enhancing communication

Our vision will support

- **Instructional technology** by giving our staff and students the tools that they need to provide and encourage the implementation of student centered learning and

application in the classroom that will be easily transferred to the workplace, higher education, and promote lifelong learning.

- **Informational technology** by providing our staff and students the tools that include the most current systems, hardware, infrastructure and software that house numerous data and information systems. Some of the data available to parents, teacher and administrators for reporting, data collection and analysis and decision-making are: Illinois Interactive Report Card, IWAS, NWEA, and Engrade (online grade reporting)
- **Telecommunications** by providing to staff, parents and the community a multitude of ways, including high speed internet access. High-speed, filtered Internet connections are available on all computers and laptops, which are in use by staff and students, are available after school hours to the community. Peripheral devices such as LCD projectors, interactive whiteboards and document cameras are available for staff and students to use to support teaching and learning.

Section I A. Data & Analysis – Report Card Data  
Item 1– 2010 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	2010-11 Federal Improvement Status	
Is this District making AYP in Mathematics?	Yes	2010-11 State Improvement Status	

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading		Mathematics				Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91		80	
All	100.0	Yes	100.0	Yes	74.4		Yes	79.2		Yes	94.6	Yes	100.0	Yes
White	100.0	Yes	100.0	Yes	74.0		Yes	78.9		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial/Ethnic													
LEP													
Students with Disabilities													
Economically Disadvantaged	100.0	Yes	100.0	Yes	71.7		Yes	81.1		Yes			

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 77.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

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

\*\* Safe Harbor Targets of 77.5% or above are not printed.

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

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

AMAO Reports for 2010 are not yet available for posting.

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

District Information								
	2003	2004	2005	2006	2007	2008	2009	2010
Attendance Rate (%)	95.3	95.0	95.3	96.3	94.8	94.4	96.6	94.6
Truancy Rate (%)	6.3	1.5	1.5	1.2	2.8	0.4	0.4	0.0
Mobility Rate (%)	27.4	12.8	12.7	17.5	10.6	8.9	8.7	17.8
HS Graduation Rate, if applicable (%)	100.0	82.4	92.6	90.0	94.1	93.8	100.0	100.0
HS Dropout Rate, if applicable (%)	2.0	2.2	2.2	1.3	1.4	1.4	4.1	0.0
District Population (#)	322	300	295	266	253	246	254	246
Low Income (%)	29.8	40.7	42.4	43.2	34.0	36.2	24.4	41.5
Limited English Proficient (LEP) (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Students with Disabilities (%)	-	-	-	-	-	-	-	15.4
White, non-Hispanic (%)	98.4	97.3	97.3	99.2	98.0	98.4	98.8	97.6
Black, non-Hispanic (%)	0.6	0.7	1.4	0.0	0.0	0.0	0.0	0.0
Hispanic (%)	0.6	1.7	1.0	0.8	1.2	0.8	0.8	0.8
Asian/Pacific Islander (%)	0.3	0.3	0.3	0.0	0.0	0.0	0.0	0.0
Native American or Alaskan Native(%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Multiracial/Ethnic (%)	-	-	0.0	0.0	0.8	0.8	0.4	1.6

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

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

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
D I S T R I C T	2000	100.0	0	0	0	0	-
	2001	100.0	0	0	0	0	-
	2002	99.7	0.3	0	0	0	-
	2003	98.4	0.6	0.6	0.3	0	-
	2004	97.3	0.7	1.7	0.3	0	-
	2005	97.3	1.4	1.0	0.3	0	0
	2006	99.2	0	0.8	0	0	0
	2007	98.0	0	1.2	0	0	0.8
	2008	98.4	0	0.8	0	0	0.8
	2009	98.8	0	0.8	0	0	0.4
2010	97.6	0	0.8	0	0	1.6	
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5
	2010	52.8	18.8	21.1	4.2	0.2	2.9

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

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	2000	0	33.9	100.0	94.6	13.9	8	2.8	2.0	87.0
	2001	0	24.3	100.0	93.5	18.0	5	1.8	3.8	85.2
	2002	0	27.2	87.3	94.1	12.9	38	12.9	6.7	100.0
	2003	0	29.8	93.3	95.3	27.4	19	6.3	2.0	100.0
	2004	0	40.7	100.0	95.0	12.8	4	1.5	2.2	82.4
	2005	0	42.4	100.0	95.3	12.7	4	1.5	2.2	92.6
	2006	0	43.2	100.0	96.3	17.5	3	1.2	1.3	90.0
	2007	0	34.0	100.0	94.8	10.6	7	2.8	1.4	94.1
	2008	0	36.2	100.0	94.4	8.9	1	0.4	1.4	93.8
	2009	0	24.4	100.0	96.6	8.7	1	0.4	4.1	100.0
2010	0	41.5	100.0	94.6	17.8	-	0	0	100.0	
S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
2010	7.6	45.4	96.2	93.9	13.0	72,383	3.6	3.8	87.8	

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

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	2000	292	-	-	-	-	-	-
	2001	301	19	18	21	22	25	21
	2002	316	22	18	18	23	24	28
	2003	322	20	24	22	25	25	19
	2004	300	18	21	25	20	20	28
	2005	295	26	18	22	20	18	21
	2006	266	21	20	19	24	18	17
	2007	253	15	20	18	16	24	18
	2008	246	20	15	20	18	17	11
	2009	254	19	18	17	20	17	20
2010	246	17	19	18	19	18	18	
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822
2010	2,064,312	155,468	154,389	152,681	154,465	154,982	146,919	

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

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

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	23	18	30,868	89	11	15	17	0	0
	2001	26	16	30,095	89	11	15	17	0	0
	2002	26	15	30,369	94	6	15	21	4	0
	2003	26	14	31,334	94	6	17	20	4	0
	2004	24	15	32,419	93	7	17	18	0	0
	2005	25	18	33,243	96	4	20	11	0	0
	2006	25	15	34,944	88	12	15	11	0	0
	2007	24	15	35,154	92	8	13	10	0	0
	2008	24	12	35,637	98	2	13	10	4	0
	2009	23	13	35,845	100	0	14	10	0	3
2010	23	14	38,258	93	7	14	10	0	4	
S T A T E	2000	122,671	15	45,766	53	47	19	18	0	0
	2001	125,735	14	47,929	54	46	19	18	0	0
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	12	61,402	44	56	18	18	1	1
2010	132,502	13	63,296	42	57	18	18	0	1	

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

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

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
Groups	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	38.1	76.1	86.7	76.5	79.0	85.0	-	57.9	75.0	86.6	82.3	75.0	50.0	63.2	57.9	78.9	82.4	77.8
White	38.1	76.1	91.7	76.5	79.0	84.2	-	57.9	75.0	84.6	82.3	75.0	50.0	63.2	57.9	78.9	80.0	77.8
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	78.6	-	45.5	-	-	-	81.8	-	-	-	-	-	80.0

Groups	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	77.8	75.0	71.4	84.2	88.9	-	65.3	70.6	76.5	71.5	68.5	62.5	66.7	70.8	61.1	82.4	88.9
White	-	77.8	73.7	71.4	84.2	86.7	-	65.3	66.7	76.5	71.5	68.5	62.5	65.0	70.8	61.1	82.4	88.9
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	50.0	-	-	-	-	-	58.3	-	-	-	-

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

PSAE - % Meets & Exceeds Reading grade 11

Groups	2005	2006	2007	2008	2009	2010
<b>AYP Benchmark % Meets + Exceeds</b>	47.5	47.5	55.0	62.5	70.0	77.5
All	38.1	58.8	31.6	28.6	55.0	33.3
White	38.1	58.8	31.6	28.6	50.0	33.3
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Low Income	-	-	-	-	-	-

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

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

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2005-2010																		
	Grade 3						Grade 4						Grade 5					
Groups	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	61.9	81.0	100.0	87.5	89.5	90.0	-	63.2	85.0	100.0	82.4	90.0	50.0	84.2	73.7	72.2	94.1	94.4
White	61.9	81.0	100.0	87.5	89.5	89.4	-	63.2	85.0	100.0	82.4	90.0	50.0	84.2	73.7	72.2	93.3	94.4
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	85.7	-	54.6	-	-	-	90.9	-	-	-	-	-	100.0

Groups	Grade 6						Grade 7						Grade 8					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5	47.5	47.5	55.0	62.5	70.0	77.5
All	-	50.0	75.0	57.2	89.5	94.4	-	73.1	53.0	82.3	71.5	83.3	31.3	61.9	75.0	66.7	82.3	83.3
White	-	50.0	73.7	57.2	89.5	93.4	-	73.1	53.4	82.3	71.5	83.3	31.3	60.0	75.0	66.7	82.3	83.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	70.0	-	-	-	-	-	50.0	-	-	-	-

[Note: for High Schools, High School Districts, or Unit Districts Only]						
PSAE - % Meets & Exceeds Mathematics grade 11						
Groups	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5
All	38.1	52.9	26.4	21.4	25.0	23.8
White	38.1	52.9	26.4	21.4	22.2	23.8
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
Low Income	-	-	-	-	-	-

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

Section I A. Data & Analysis – Report Card Data

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

**Assesment Data Summary**

In 2010, the District made Adequate Yearly Progress. This is due to the performance of the Elementary School (84.60% meeting or exceeding) and the Junior High School (86.70% meeting or exceeding.) However, the High School did not make AYP (34.80% meeting or exceeding) in math and reading.

In 2010, the district reading scores were 89% meeting/exceeding at the 8th grade and 33% meeting/exceeding at the 11th grade. Math scores were 83% meeting/exceeding at the 8th grade and 24% meeting/exceeding at the 11th grade.

**Assessment Data Analysis**

In 2010, reading and math scores showed a decline between 8th grade and 11th grade (56% in reading, and 59% in math).

Math appears to be the most important challenge facing the district.

**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.**

District has had many high school math instructors over the last 5 years, which has led to teaching inconsistencies.

Class sizes in the district are small, which can lead to one or two students scores skewing the entire class.

District has one high school math teacher to teach all math courses, which leads to teaching time issues.

**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.**

Analysis of the factors show that improving math scores needs to be the district's main focus. This will be accomplished through the consistency of the math instructor, the improvement of time allowed for instruction, and additional instruction time for math.

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

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

NWEA test administered to grades 1-11 Fall 2009, Spring 2010, and Fall 2010.

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

**Testing Summary**

NWEA math testing shows a gap in math ability and understanding between junior high and high school.

**Testing Analysis**

Students are pushed to demonstrate math ability and understanding in junior high school. When reaching high school, students are expected to both learn new concepts and apply these concepts to problems. Since high school scores are lower than their associative junior high scores, it is evident that more time needs to be focused on math ability and understanding at the high school 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.**

- The district has employed 3 different math instructors over the last 5 years, which has led to inconsistencies in teaching styles.
- Not enough time has been allocated for remedial math concepts.

**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.**

As a result of the data, the district needs to focus on improving math comprehension among 9th-11th grades. This can be accomplished by having continuity in teacher assignments, adjusting student schedules to allow for additional math work, and by having non-math classes (Social Sciences, English, etc.) devote energy to mathematical concepts.

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

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

Teacher Survey-Nov. 2010

Parent Survey-Nov. 2010

Student Survey-Nov. 2010

Technology Inventory-October, 2010

Budget Analysis Tool, November 2010

Community Demographics-<http://www.city-data.com/city/Bluffs-Illinois.html>) (Est. 2009 Data) November, 2010

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

***Community/Demographics summary:***

According to data from <http://www.city-data.com/city/Bluffs-Illinois.html> , the population of the towns that make up the district has decreased by 6% over the last 10 years. Community is rural, agriculturally based. Most jobs in the community are related to agriculture. Only one main industry in community, and it is road construction in scope. Income level of residents is low. School district is small, made up from population of approximately 900 residents. Tax base for school district is very small.

High speed Internet access is limited in the community. Over 75% of survey respondents report having technology in their homes, and to using it on a daily basis. However, due to the limited high speed Internet access, many in the community do not use their home technology in conjunction with the Internet. Most use technology for communication (email, texting, conversations). The level of poverty as related by the Free/Reduced Lunch report is high at 44.5%, while the percent of IEP students is at 14%.

**Survey Summary**

***Teacher survey results :***

100% of staff use technology on a daily basis at work.

***Parent survey results:***

Over 75% of respondents stated they have access to technology, but do not use it on a daily basis. High speed Internet Access not readily available. When they do use technology, it is for communication.

***Student survey results:***

Over 90% of respondents stated using technology on a daily basis (classroom and computer lab computers, interactive white boards in classrooms, etc.). High Speed Internet Access not readily available. Most students use home technology for communication. Since most students possess cell phone technology, this technology should be integrated into the school system to enhance student learning.

Current student use of technology at school is to complete daily assignments ( word processing for reports, spreadsheets, presentations, research, multimedia creation.)

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**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.**

1. Percent of FREE/REDUCED LUNCH as compared to overall enrollment is high (44.5%).
2. Percent of IEP students compared to overall enrollment is 14%.
3. High Speed Internet access in community is not readily available.
4. 100% of district staff use computers for professional tasks.
5. 100% of district staff have Internet access available at school.
6. Over 75% of community use technology on daily basis, with the main use being communication.
7. Population has decreased 6% since 2000.

**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.**

Since the community is a rural community, access to high speed internet is very limited. Most students can only access high speed internet while at school. The outlook for high paying employment is low, so it is expected that the population will continue to decrease, which will lead to the school district's tax base to continue to decrease. This, along with decreased funding from the state and federal level, will leave the district with challenges in how to increase the level of technology with decreased funds.

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

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

Zoomerang Teacher Survey-Novemeber 2010

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

Current professional development in the use of District staff is limited (2-4 times a year)

100% of Teachers use technology professionally on a daily basis

56% of Teachers have less than 5 years professional experience

88% of Teachers have used Technology in their classroom for over 3 years.

100% of Teachers use Technology to communicate with parents.

100% of Teachers state that tech support is satisfactory or higher.

100% of Teachers have had training in the use of Smart and/or Promethean Interactive whiteboard at least twice per year.

100% of Teachers have been instructed in the use of Google Docs.

This data shows that Bluffs has a loyal staff that use technology often in the district and with students, and are using that data to effectively communicate with parents concerning student progress. Staff receives training in various technology related applications at least twice per year. Staff is very comfortable with the use of technology, both professionally and in class room settings.

District funding reductions have led to limited opportunities for outside technology Professional Development. All tech related training is done "in-house" by tech staff. Limited district finances have led to less than two opportunities per year for staff to attend outside tech related trainings or conferences. Tech coordinator attends one state technology conference per year.

**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.**

Limited amount of District finances is reason for lack of technology professional development.

Teacher comfort level with technology has increased due to time available of tech coordinator.

Moving everyday applications from computer based to cloud based has increase the amount of time that staff can access files.

Teachers are acquiring skills from in house tech support and self based learning.

**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.**

District needs to focus more time and finances to technology integration professional development for staff.

Due to district finances being limited, district will need to rely on in-house staff to lead technology professional development. As funds become more available, then the district will be able to utilize outside agencies (LTCs, ROE, Workshops, IETC, etc.) for more thorough and specialized technological professional development.

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

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

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

Registration parental surveys-August 2010

Web Site Hit Counter-Fall 2010

Email addresses-Fall 2010

Engrade Online grade reporting-Fall 2010

Alertify Notification System-Fall 2010

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

- Parent involvement in the district's technology is minimal
- Personal use of technology in the home (less than 40% use technology on a weekly basis, based on Parental Registration Surveys).
- Parents use cell phone technology almost exclusively (Parental Registration Surveys).
- Parents feel that their children are more competent in the use of technology than they are.
- Parents state that the use of and instruction in technology at school is crucial to their children's current and future success.
- District uses District Website for monthly newsletter distribution.

- District uses District Website for daily announcements.
- District uses Engrade online grading system for student grades. Parents can access student grades at any time, and interact with staff in regards to student progress, assignments, assistance, and overall student performance. This system allows staff and parents interaction that is more timely and efficient than meetings, letters, and phone calls.
- District uses Alertify Phone Notification system for school announcements (events, emergencies, etc.) 245 parents are in the Alertify notification system.
- School Web site hit counter shows an average of 150 hits per week. When district newsletter is posted, visits to the school website increase to over 200 for that week.

The data suggests that the district is making district information available to its community through a variety of technology. Most community members agree that technology is vital to the education of students, even though few parents use it personally in their home. Most communication among community members is conducted via cell phone technology.

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

Community lacks reliable high speed Internet access.

Most community members access data via mobile devices (cell phones)-per Parental Registration Surveys.

**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.**

The district communicates well with the community, but since most community members utilize mobile devices, the district needs to explore new technology to better involve the community with the mobile form of accessibility to keep community advised of the multiple activities throughout the district.

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

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

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

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Technology Inventory-October 2010

District Budget-October 2010

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

- The district is connected to the Internet with a T1 at speed of 1.5 Mbps.
- The internal network is a combination of 100 Mbps wired connections and 7 wireless access points.
- District is a mix of Microsoft and Linux servers, with mainly Microsoft servers.
- The district is protected by a Cisco firewall, as well as an open-source (SME) content filtering system.
- All instructional rooms have network drops and/or can access wireless access points.
- All instructional rooms have an internal phone connection.
- Over 50% of the instructional classrooms contain an interactive white board.
- 90% of district computers (laptops and PCs) over 3 years old.
- In addition to traditional laptop and PC computers, the district maintains two 32 unit netbook mobile labs.
- All students from K-12 have daily access to technology.
- The main building is over 100 years old, with other buildings being over 30 years old. This building age leads to electrical issues when considering the expansion of new technology.
- Technical support for the entire district is one part time individual (3/4 time teacher, 1/4 time technology). With the introduction of new technology, increase technical support will be necessary.
- District technology budget is entirely made up of grants.

The data shows that since the district does not have a line item in its budget for technology, the district must be diligent in its purchases with the grant funding it receives. The entire district is connected to the Internet via a high speed connection. All servers and PCs in the district are connected to the internal network via cat5 ethernet. With the advancing of technology, and the fact that there is only one part time technical individual, the district is faced with service issues (not all technical problems are dealt with in a timely manner.)

**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.**

All district students have daily access to a computer.

Most district computers are over 3 years old, with computer lab computers being more than 5 years old.

The district does not have a budget item for technology. All monies that the district has to spend on technology is from grants.

The district does not have a full time technology person.

There is no plan for the replacement of aging computer systems.

There is a plan for the upgrading of Internet/network connectivity, but it is not conceivable prior to 2013.

District building age does not allow for ease of extending electrical systems.

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

The district has had a T1 connection to the Internet for over 10 years. In order to move forward with more web based activities, the district will need to pursue a higher bandwidth solution (fiber).

The district infrastructure is aged, which prevents the easy expansion of current electrical wiring, which in turn limits the introduction of new computer systems.

The district has no budget for technology, instead relying on grant monies to fund purchases. If this money is eliminated, the district will not be able to pursue new purchases.

The district also needs to pursue a full time technology director to be in a better position to meet current as well as future needs.

District Technology Inventory - District Information

Number	
281	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)
2	Number of Administrators
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of less than 10 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds between 10 mbps and 200 mbps
3	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of greater than 200 mbps
3	Number of instructional school buildings with high speed internet access
0	Number of instructional school buildings with low speed internet access
0	Number of instructional school buildings with no internet access
3	Total number of instructional school buildings
1	Number of non-instructional school buildings with high speed internet access
0	Number of non-instructional school buildings with low speed internet access
0	Number of non-instructional school buildings with no internet access
1	Total number of non-instructional school buildings

District Technology Inventory - Internet Access

Location	Type	Number
Instructional Classroom	10 mb Ethernet	0
	100+ mb Ethernet	18
	Dedicated Cable	0
	DSL	0
	Wireless	2

	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mb Ethernet	0
	100+ mb Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	4
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mb Ethernet	0
	100+ mb Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	1
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mb Ethernet	0
	100+ mb Ethernet	0

	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mb Ethernet	0
	100+ mb Ethernet	1
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	30	0	30	0	0	0	0	0	0	30	0	30
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	30	0	30	0	0	0	0	0	0	30	0	30
<b>Dedicated Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	19	1	20	0	0	0	0	0	0	19	1	20
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	19	1	20	0	0	0	0	0	0	19	1	20
<b>Media Center/Library</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	11	0	11	0	0	0	0	0	0	11	0	11
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0

	SubTotal	11	0	11	0	0	0	0	0	0	11	0	11
<b>Mobile Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Administrative Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	3	0	3	0	0	0	0	0	0	3	0	3
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	3	0	3	0	0	0	0	0	0	3	0	3
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	21	0	21	0	0	0	0	0	0	21	0	21
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	21	0	21	0	0	0	0	0	0	21	0	21
<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	2	0	2	0	0	0	0	0	0	2	0	2
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	2	0	2	0	0	0	0	0	0	2	0	2

District Technology Inventory - Computer Inventory(Laptop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	16	0	16	0	0	0	0	0	0	16	0	16
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	16	0	16	0	0	0	0	0	0	16	0	16
<b>Dedicated Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0

	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Media Center/Library</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Mobile Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	64	0	64	0	0	0	0	0	0	64	0	64
	5+ years	42	0	42	0	0	0	0	0	0	42	0	42
	SubTotal	106	0	106	0	0	0	0	0	0	106	0	106
<b>Administrative Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	4	0	4	0	0	0	0	0	0	4	0	4
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	4	0	4	0	0	0	0	0	0	4	0	4
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Tablet Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Tablet Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<b>Instructional Classroom</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0

	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dedicated Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Media Center/Library</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Mobile Computer Lab</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Administrative Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Teacher Offices</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
<b>Other Locations</b>	Under 2 years	7	0	7	0	0	0	0	0	0	7	0	7
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	7	0	7	0	0	0	0	0	0	7	0	7

District Technology Inventory - Computer Inventory(Servers)

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

<b>Other Locations</b>	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	3	0	3	0	0	0	0	0	0	3	0	3
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	3	0	3	0	0	0	0	0	0	3	0	3

District Technology Inventory - Operating Systems

PCs

Location	Type	Number
Instructional Classroom	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	27
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	27
Dedicated Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	19
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	19
Media Center/Library	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	10
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	10

Mobile Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	104
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	104
Administrative Offices	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	7
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	7
Teacher Offices	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	0
Other Locations	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	21
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	21
Macintosh		
Instructional Classroom	MAC System 10.x	1
	MAC System 9.x	0
	MAC System 8.x	0

	MAC System 7.x	0
	Other MAC	0
	Subtotal	1
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		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0
Teacher Offices		0
Other Locations	Linux	4

District Technology Inventory - Network Equipment

Location	Type	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	3

	Switches	0
	Wireless Access Points	1
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	0
	Routers	0
	Switches	1
	Wireless Access Points	1
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	1
	Switches	4
	Wireless Access Points	1
	Firewall	1
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0

	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	0
	Switches	8
	Wireless Access Points	3
	Firewall	0
	Spam Filter	0
	Content Filter	1
	Intrusion Detector	0

District Technology Inventory - Licensed Software

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

## District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	5	2	7
Stand-alone Printers/Multifunctional Units	15	0	15
Stand Alone Scanners	1	0	1
Digital Cameras	20	0	20
Camcorders/Movie Cameras	3	0	3
Satellite Dishes	0	0	0
Televisions	14	0	14
Video Microscopes	0	0	0
LCD Panels/Projection Devices	17	0	17
Fax Machines	2	0	2
Graphing Calculators	25	0	25
PDAs	9	0	9
Assistive/Adaptive Devices/Student Response Devices	32	0	32
GPS Devices/Geocaching	0	0	0
Science Probeware	0	0	0
Modems	0	0	0
Electronic Whiteboards	14	0	14
Whiteboard Peripherals (clickers, note capturing devices)	0	0	0
Document Cameras	1	0	1
MP3/ Electronic Readers, Kindles, etc.	0	0	0

District Technology Inventory - Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application)	1	1	2
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	0	0
	<b>Number</b>		
<b>Classrooms with telephones</b>	0		

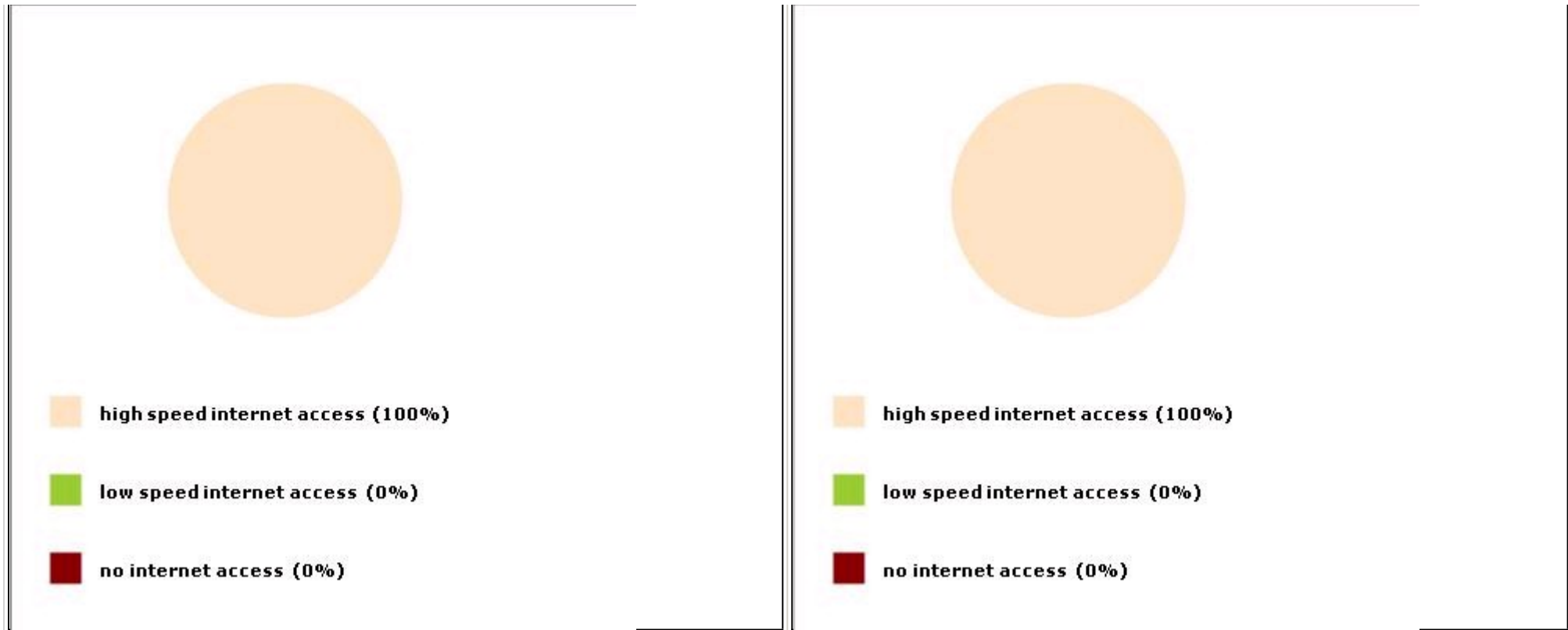
District Technology Inventory - Distance Learning

Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	1
Internet Services for Distance Learning	0
Phone line/v-tel systems	0
Other	0

Section I D Data & Analysis – District Technology Inventory Report

**District Information:**

<b>District Information:</b>							
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance (ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).		Number of K-12 special education self-contained classroom students		Number of Teachers (FTE - this does not include teacher aides)		Number of Administrators	
281		0		19		2	
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		
3	0	0	1	0	0		
<b>Instructional School Building Internet Access (Chart) :</b>			<b>Non-Instructional Buildings Internet Access (Chart) :</b>				



Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	30	0	19	1	11	0	0	0	3	0	21	0	2	0
Laptops	16	0	0	0	0	0	106	0	4	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	7	0
Servers	0	0	0	0	0	0	0	0	1	0	0	0	3	0
	46	0	19	1	11	0	106	0	8	0	21	0	12	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
	46	20	11	106	8	21	12
Students per Computer						1.25	

**Computers with High Speed Internet Access:**

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	Instructional		PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	30	0	19	1	11	0	0	0	3	0	21	0	2	0
Laptops	16	0	0	0	0	0	106	0	4	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	7	0
Servers	0	0	0	0	0	0	0	0	1	0	0	0	3	0
	46	0	19	1	11	0	106	0	8	0	21	0	12	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	
	46		20		11		106		8		21		12	
Students per Computer with High Speed Access											1.25			

**Computers with Low Speed Internet Access:**

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

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

**Computers with No Internet Access:**

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

**Computer Ages:**

Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
0	0	7	87	84	0	0	42	0

**Internet Access:**

Number of Rooms	Type
0	10 mb Ethernet

22	100+ mb Ethernet
0	Dedicated Cable
0	DSL
7	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

**Operating Systems:**

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

**Other Technologies:**

Total	Type	Total	Type
7	Number of Networked Printers/Multifunctional Units	9	Number of PDAs
15	Number of Stand-alone Printers/Multifunctional Units	32	Number of Assistive/Adaptive Devices/Student Response Devices
1	Number of Stand Alone Scanners	0	Number of GPS Devices/Geocaching
20	Number of Digital Cameras	0	Number of Science Probeware
3	Number of Camcorders/Movie Cameras	14	Number of Electronic Whiteboards

0	Number of Satellite Dishes	0	Number of Whiteboard Peripherals (clickers, note capturing devices)
14	Number of Televisions	1	Number of Document Cameras
0	Number of Video Microscopes	0	Number of MP3/ Electronic Readers, Kindles, etc.
17	Number of LCD Panels/Projection Devices		
2	Number of Fax Machines		
25	Number of Graphing Calculators		

**Distance Learning**

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

Section I E. Data & Analysis – Meta Analysis

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

While our current achievement in reading is 81%% and 89% in math, all students will meet AYP by improving to at least 92.5% in 2012 and 2013 and 100% in 2014 or make Safe Harbor on the ISAT and PSAE.

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

**Phase I Goal 1 Title:**

Students currently meeting/exceeding on ISAT at 83% in math and will make AYP by 2014 with the support of technology.

**Section II B. Action Plan – Curriculum and Instruction**

**Phase I Goal 1 Title:**

Students currently meeting/exceeding on ISAT at 83% in math and will make AYP by 2014 with the support of technology.

**Strategy 1**

Students will use scientific, research-based instructional and technology to improve and increase math skills.

			<b>Budget &amp; Funding Sources (\$)</b>									
<b>Activities</b>	<b>StartDate</b>	<b>EndDate</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>R or D</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
1 Students in grades 3-12 will participate in computer based math curriculum to improve all math skills.	07/01/2011	06/30/2012	1,000	0			0	0	0	0	0	1,000
2 Students in grades 3-12 will be evaluated with NWEA testing 3 times a year to improve math classroom instructions.	07/01/2011	06/30/2012	1,500	0			0	0	0	0	0	1,500
3 All students will have be instructed in online safety utilizing Internet Safety curriculum.	07/01/2011	06/30/2012	1,000	0			0	0	0	0	0	1,000

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

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

Section II C. Action Plan – Professional Development

**Phase I Goal 1 Title:**

Students currently meeting/exceeding on ISAT at 83% in math and will make AYP by 2014 with the support of technology.

**Strategy 1**

Teachers will receive training in regard to math curriculum which promotes improving math skills to integrate into classroom curriculum.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Evaluate and provide professional development to teachers to improve curriculum activities focusing on improving student math skills using technology.	07/01/2011	06/30/2012	1,000	0			0	0	0	0	0	1,000
2 New staff (teacher and support) will be trained in the use of new and innovative strategies in the curriculum for improving math skills at all grade levels.	07/01/2011	06/30/2012	1,000	0			0	0	0	0	0	1,000
3 All teachers will participate in Internet Safety training in order to include Internet Safety into classroom	07/01/2011	06/30/2012	1,000	0			0	0	0	0	0	1,000

curriculum.

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

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

Section II D. Action Plan – Parental/Community Involvement

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

Phase I Goal 1 Title:												
Students currently meeting/exceeding on ISAT at 83% in math and will make AYP by 2014 with the support of technology.												
Strategy 1												
Communicate to parents and the community about evening math refresher courses.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 District will provide up-to-date web sites to share academic resources with all members of the community. The costs for web site maintenance, software, and communications are included in the	07/01/2011	06/30/2012	1,000	0			0	0	0	0	0	1,000

tech deployment section (these include presenter, meeting, and other costs).													
2 Include information about math skills software (pay as well as free) in all communication with parents (email, newsletter, etc.)	07/01/2011	06/30/2012	500	0			0	0	0	0	0	0	500
3 Communicate to parents about online math resources to supplement and enhance at home learning.	07/01/2011	06/30/2012	500	0			0	0	0	0	0	0	500

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

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

Section II E. Action Plan – Technology Deployment

<b>Phase I Goal 1 Title:</b>												
Students currently meeting/exceeding on ISAT at 83% in math and will make AYP by 2014 with the support of technology.												
Strategy 1												
District will purchase and maintain math software to enhance and improve math skills of all students.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other

1	Maintain T-1 line for network and Internet access.	07/01/2011	06/30/2012	11,800	0	10,800	D	0	0	0	0	0	1,000
2	Improve technical support to effectively support district(cost included in tech salary.)	07/01/2011	06/30/2012	0	0	0	D	0	0	0	0	0	0
3	Maintain district web site as means of information distribution.	07/01/2011	06/30/2012	950	0	900	D	0	0	0	0	0	50

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

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

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

<b>Phase II Goal 1 Title:</b>
Students currently meeting/exceeding on ISAT at 83% in math and will make AYP by 2014 with the support of technology.

Section II B. Action Plan – Curriculum and Instruction

<b>Phase II Goal 1 Title:</b>												
Students currently meeting/exceeding on ISAT at 83% in math and will make AYP by 2014 with the support of technology.												
<b>Strategy 1</b>												
Students will continue to use scientific, research-based instructional and technology to improve and increase math skills.												
			<b>Budget &amp; Funding Sources (\$)</b>									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Students will continue to use computer based math software in the curriculum to improve math skills.	07/01/2012	06/30/2013	1,000	0			0	0	0	0	0	1,000
2 Students in grades 3-12 will continue to be evaluated with NWEA, and other computer based, testing 3 times a year in order to improve curriculum.	07/01/2012	06/30/2013	1,000	0			0	0	0	0	0	1,000
3 All students will continue to be instructed in Internet Safety.	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

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

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

Section II C. Action Plan – Professional Development

**Phase II Goal 1 Title:**

Students currently meeting/exceeding on ISAT at 83% in math and will make AYP by 2014 with the support of technology.

**Strategy 1**

Teachers will continue to receive training in regard to online math curriculum which promotes improving math skills.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Maintain and improve professional development activities focusing on improving student math skills using technology.	07/01/2012	06/30/2013	1,500	0			0	0	0	0	0	1,500
2 All staff (teacher and support) will be trained in the use of new and innovative strategies for improving math skills in the curriculum at all grade levels.	07/01/2012	06/30/2013	2,000	0			0	0	0	0	0	2,000
3 All teachers will participate in Internet Safety training in order to include Internet Safety into classroom curriculum.	07/01/2012	06/30/2013	1,500	0			0	0	0	0	0	1,500

**Strategy 2**

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

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

Section II D. Action Plan – Parental/Community Involvement

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

Phase II Goal 1 Title:												
Students currently meeting/exceeding on ISAT at 83% in math and will make AYP by 2014 with the support of technology.												
Strategy 1												
Contiune to communicate with parents and the community about evening math refresher courses.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 District will conitnue to provide up-to-date web sites to share academic resources, student progress, and student technology use with all members of the community.	07/01/2012	06/30/2013	1,500	0			0	0	0	0	0	1,500
2 Information about math skills software (pay as well as free) will continue to be included in all communication with parents (email, newsletter, etc.)	07/01/2012	06/30/2013	2,000	0			0	0	0	0	0	2,000
3 Continue to communicate with parents aabout online resources to supplement and enhance at home learning.	07/01/2012	06/30/2013	1,000	0			0	0	0	0	0	1,000

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

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

Section II E. Action Plan – Technology Deployment

Phase II Goal 1 Title:												
Students currently meeting/exceeding on ISAT at 83% in math and will make AYP by 2014 with the support of technology.												
Strategy 1												
District will purchase and maintain math software to enhance and improve math skills of all students.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Continue to maintain T-1 line for network and Internet access.	07/01/2012	06/30/2013	11,800	0	10,800	D	0	0	0	0	0	1,000
2 Purchase subscriptions for math resources.	07/01/2012	06/30/2013	2,000	0	0	D	0	0	0	0	0	2,000
3 Maintain district web site as means of information distribution.	07/01/2012	06/30/2013	950	0	900	D	0	0	0	0	0	50

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

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

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

**Phase III Goal 1 Title:**

Students will use scientific, research-based instructional and technology to improve and increase math skills.

Section II B. Action Plan – Curriculum and Instruction

**Phase III Goal 1 Title:**

Students will use scientific, research-based instructional and technology to improve and increase math skills.

**Strategy 1**

Students will use scientific, research-based instructional and technology to improve and increase math skills.

				Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1 Students in grades 3-12 will demonstrate improved math skills through the use of computer based math	07/01/2013	06/30/2014	2,000	0			0	0	0	0	0	2,000	

curriculum.													
2All students in grades 3-12 will be evaluated with NWEA testing 3 times a year, ISAT and PSAE testing, and will reach the 100% meets and exceeds.	07/01/2013	06/30/2014	2,500	0			0	0	0	0	0	0	2,500
3All students will demonstrate Internet Safety skills.	07/01/2013	06/30/2014	1,500	0			0	0	0	0	0	0	1,500

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

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

Section II C. Action Plan – Professional Development

Phase III Goal 1 Title:													
Students will use scientific, research-based instructional and technology to improve and increase math skills.													
Strategy 1													
Teachers will receive training in regard to online math curriculum which promotes improving math skills.													
			Budget & Funding Sources (\$)										
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other	
1Evaluate professional development activities focusing on improving student math skills using technology to determine improvement or changes.	07/01/2013	06/30/2014	2,000	0			0	0	0	0	0	2,000	

2	Current staff (teacher and support) will begin to train new staff in the use of new and innovative technological strategies in all grade levels in all curriculum.	07/01/2013	06/30/2014	2,500	0			0	0	0	0	0	2,500
3	Current teachers will participate in new and/or ongoing Internet Safety training on at least a monthly basis, to review and modify the curriculum as needed.	07/01/2013	06/30/2014	2,500	0			0	0	0	0	0	2,500

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

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

Section II D. Action Plan – Parental/Community Involvement

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

<b>Phase III Goal 1 Title:</b>
Students will use scientific, research-based instructional and technology to improve and increase math skills.
<b>Strategy 1</b>
Communicate to parents and the community about math refresher courses.

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 District will maintain and modify a web site list to share academic resources with all members of the community.	07/01/2013	06/30/2014	1,500	0			0	0	0	0	0	1,500
2 Include new information about math skills software (pay as well as free) in all communication with parents (email, newsletter, district website, etc.)	07/01/2013	06/30/2014	2,500	0			0	0	0	0	0	2,500
3 Provide parents with online resources to supplement and enhance at home learning, and encourage parents to empower other parents with the same curriculum.	07/01/2013	06/30/2014	1,500	0			0	0	0	0	0	1,500

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

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

Section II E. Action Plan – Technology Deployment

Phase III Goal 1 Title:												
Students will use scientific, research-based instructional and technology to improve and increase math skills.												
Strategy 1												
District will purchase and maintain math software to enhance and improve math skills of all students.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1 Increase bandwidth by purchasing and maintaining a fiber connection to replace existing T-1 line for network and Internet access.	07/01/2013	06/30/2014	11,800	0	10,800	D	0	0	0	0	0	1,000
2 Maintain district website.	07/01/2013	06/30/2014	950	0	900	D	0	0	0	0	0	50
3 Purchase math software to continue to enhance curriculum.	07/01/2013	06/30/2014	5,000	0	0	D	0	0	0	0	0	5,000

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

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

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

District administration (Superintendent and Principal) and technology committee will continue reviewing, analyzing, and planning for the effective use of technology in all our classrooms. The district will strive to make adjustments to this plan as necessary to compensate for those and any other factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction and learning.

	<b>Monitoring Tools</b>	<b>Progress Indicators</b>	<b>Evaluation Frequency</b>	<b>Person(s) Responsible</b>
C & I Strategy	Classroom work, NWEA, ISAT, PSAE	Increase in math scores on classroom work, as well as increase in NWEA Math testing scores, and increase in percentages of students meeting or exceeding on ISAT and PSAE tests.	Monthly	DISTRICT PRINCIPAL
PD Strategy	Staff Surveys	Increase in the development of new curriculum and/or integrating new curriculum into instruction.	Monthly	DISTRICT PRINCIPAL
P/C Strategy	Website feedback form/ survey.	Increase in participation in District sponsored evening classes. The audience for District communication is broader.	Quarterly	DISTRICT SUPERINTENDENT, DISTRICT PRINCIPAL
Tech D Strategy	Trouble ticket system	Decrease in number of trouble tickets/requests for assistance.	Annually	TECHNOLOGY COORDINATOR

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

District administration (Superintendent and Principal) and technology committee will continue reviewing, analyzing, and planning for the effective use of technology in all our classrooms. The district will strive to make adjustments to this plan as necessary to compensate for those and any other factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction and learning.

	<b>Monitoring Tools</b>	<b>Progress Indicators</b>	<b>Evaluation Frequency</b>	<b>Person(s) Responsible</b>
C & I Strategy	Classroom work, NWEA, ISAT, PSAE	Increase in math scores on classroom work, as well as increase in NWEA Math testing scores, and increase in percentages of students meeting or exceeding on ISAT and PSAE tests.	Monthly	DISTRICT PRINCIPAL
PD Strategy	Staff Surveys	Increased proficiency in developing new curriculum and/or integrating into instruction.	Monthly	DISTRICT PRINCIPAL

P/C Strategy	Website feedback form/ survey and website hitcounter.	Increase in participation in District sponsored evening classes. Broaden the audience for District communication.	Quarterly	DISTRICT SUPERINTENDENT, DISTRICT PRINCIPAL
Tech D Strategy	Staff Surveys, Trouble ticket system	Number of trouble tickets/requests for assistance drops.	Annually	TECHNOLOGY COORDINATOR

Section II F. Action Plan - Monitoring Process  
Phase III

District administration (Superintendent and Principal) and technology committee will continue reviewing, analyzing, and planning for the effective use of technology in all our classrooms. The district will strive to make adjustments to this plan as necessary to compensate for those and any other factors that might affect the efficiency of the use of technology and telecommunications equipment and services for instruction and learning.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Classroom work, NWEA, ISAT, PSAE	Increase in math scores on classroom work, as well as increase in NWEA Math testing scores, and increase in percentages of students meeting or exceeding on ISAT and PSAE tests.	Monthly	DISTRICT PRINCIPAL
PD Strategy	Staff Surveys	Increased proficiency in developing new curriculum and/or integrating into instruction.	Monthly	DISTRICT PRINCIPAL
P/C Strategy	Website feedback form/ survey and website hitcounter.	Increase in participation in District sponsored evening classes. Broaden the audience for District communication.	Quarterly	DISTRICT SUPERINTENDENT, DISTRICT PRINCIPAL
Tech D Strategy	Staff Surveys, Trouble ticket system	Number of trouble tickets/requests for assistance drops.	Annually	TECHNOLOGY COORDINATOR

Section II G. Action Plan – Budget Summary

**Phase I - 2011 - 2012**

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Students currently meeting/exceeding on ISAT at 83% in math and will make AYP by 2014 with the support of technology.	21,250	0	11,700	0	0	0	0	0	9,550
Total Budget for Phase I - 2011-2012	21,250	0	11,700	0	0	0	0	0	9,550

**Phase II - 2012 - 2013**

<b>Goals</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
Students currently meeting/exceeding on ISAT at 83% in math and will make AYP by 2014 with the support of technology.	26,250	0	11,700	0	0	0	0	0	14,550
Total Budget for Phase II - 2012-2013	26,250	0	11,700	0	0	0	0	0	14,550

**Phase III - 2013 - 2014**

<b>Goals</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
Students will use scientific, research-based instructional and technology to improve and increase math skills.	36,250	0	11,700	0	0	0	0	0	24,550
Total Budget for Phase III - 2013-2014	36,250	0	11,700	0	0	0	0	0	24,550
<b>Goals</b>	<b>Total</b>	<b>District</b>	<b>E-Rate</b>	<b>Title I-A</b>	<b>Title II-D</b>	<b>Title III-D</b>	<b>Title IV</b>	<b>Title V</b>	<b>Other</b>
Total Budget for Phases I, II, and III - 2011 - 2014	83,750	0	35,100	0	0	0	0	0	48,650

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### 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 technology committee has met to draft plans, form a district-wide educational technology vision, implement, and assess the previous technology plans created by the input from these stakeholders. This plan was developed through interviews, surveys, and observations by the Technology Team (made up of teachers from the Elementary, Junior High and Senior High School, as well as a District Administrator and the District Technology Coordinator). School staff were queried first, based on the fact that the staff is in daily contact with the technology in the district. They were asked to rate the quality and usefulness of the current technology, and how they currently use technology to the ultimate goal of increasing student testing scores.

Students were surveyed to gauge their comfort level in using technology in the classroom. Students were also asked how they would like to see technology used more effectively.

Finally, community members and parents were interviewed on how they use technology in their home or business, and how comfortable they were in that use.

There is a public library in Bluffs, and efforts were made, and will continue to be made, to contact the library for their input as to the use of technology at the library by Bluffs area residents.

There is no Adult Literacy Program in the Bluffs area. There is, however, a Regional Office of Education and two Community Colleges within the local area that offer Adult Literacy Programs.

All those interviewed and surveyed were asked how important they feel that technology is. Everyone agreed, no matter their comfort level, that technology was an essential part of everyday life, and that the schools should make every effort to fully integrate technology in all classrooms.

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.

Scott-Morgan CUSD #2 Board Policy Manual, Policy Number 6.235, Policy adopted April 14, 2006, reaffirmed December 8, 2010.

Peer Review Feedback Form

District Name :	RCDT #:
<input checked="" type="checkbox"/> Original Submission	Date Peer Reviewed: 03/11/2011
School Years Covered by Plan:	ISBE Approval Date: 03/31/2011
<input checked="" type="checkbox"/> 2011-2012 <input checked="" type="checkbox"/> 2012-2013 <input checked="" type="checkbox"/> 2013-2014	Plan Expiration Date: 06/30/2014

Section Used for Mid-Course Correction Only

Date of Annual Review Leading to MCC:	Approval Date of MCC:
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Preliminary Information	Requirements
All required identifying district information is complete. Vision statement is included and meets requirements.	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
Comments: FBishop, ISBE: District Information not provided: • District Fax Number; • TIP Contact Fax Number (3/31-Revisions Noted)	

Section I: Data and Analysis	Requirements
Data Collection & Information	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
<ul style="list-style-type: none"> <li>• Part A. Illinois School Report Card Data</li> <li>• Part B. Local Assessment Data (as available)</li> <li>• Part C. Other Data -- Item 1,2 &amp; 3</li> <li>• Part D. Technology Deployment</li> <li>• Part E. Data &amp; Analysis - (Meta-Analysis)</li> </ul>	
Comments: FBishop, ISBE: Part D: Insufficient or inaccurate numbers seem to be entered in the Technology Inventory to indicate the number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance(ADA). (3/31-Revisions Noted)	

Section II: Action Plan	Requirements
Part A. Overall Review of Action Plan <ul style="list-style-type: none"> <li>● A.1 Goals</li> <li>● A.2 Strategies and Activities</li> <li>● A.3 Budget</li> </ul> Comments:	
<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet	
Part B. Curriculum Integration Strategies and Activities  Comments:	
<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet	
Part C. Professional Development Strategies and Activities  Comments:	
<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet	
Part D. Parent/Community Involvement  Comments:	
<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet	
Part E. Technology Deployment  Comments:	
<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet	
FBishop, ISBE: Activity 1: The amount budgeted in Phase II is significantly different from Phases I and III. Please revise or clarify. (revised 4/4/11)	

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

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

<b>ISBE Review</b>
<input checked="" type="radio"/> Approved <input type="radio"/> Revisions Needed <input type="radio"/> Not Approved
Comments:
3/30/2011 FBishop: The Illinois State Board of Education finds this plan to be in need of MINOR revision. Please note the comments above regarding necessary corrections and/or actions. Contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan. Plans must be resubmitted within 45 calendar days. 4/9/11/ FBishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan as submitted. 3/31/2011 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan.