

Initial Submission	02/12/2011
ISBE Approved	05/25/2011
MCC Review Date	
MCC Approval Date	

 District Information

1. District Information

District Name:	Paxton-Buckley-Loda CUD 10	District Address:	PO Box 50
City/State/Zip:	Paxton, IL 60957 0050	RCDT Number:	090270100260000
Superintendent:	Clifford McClure	Superintendent Email:	cmcclure@pbl.k12.il.us
District Phone:	2173793314	District Fax:	2173792862
TIP Contact Name:	Mike Brehm	TIP Contact Email:	drbrehm@pbl.k12.il.us
TIP Contact Phone:	2173793314	TIP Contact Fax:	2173792862

2. Submission Type

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

3. Mid-course Correction

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

Vision Statement

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

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

PBL Vision & Mission

“Excellence through Rigor, Relevance, & Relationships”

Rigor: PBL is dedicated to providing a rigorous curriculum, coherent across grade levels, where students learn, think, comprehend, and communicate analytically.

Due to a rigorous curriculum:

I can achieve anything by giving maximum effort, using my academic skills to think critically, to solve problems, and to communicate with others.

Relevance: Relevance is reinforced at PBL by making curricular connections between learning objectives and real life experiences. Students will prepare for adult roles by learning and applying fundamental skills and competencies.

My educational experiences are relevant to me because:

I can be a self motivated, life-long learner.

I can be accountable to myself and others.

I can plan for the future by adapting easily to change and managing new technologies and information.

Relationships: Positive relationships are the foundation for all learning experiences at PBL. Students, staff, parents and community members will collaborate to create and foster a safe environment where respect for others and tolerance of individual differences are modeled and expected at all times.

To build positive relationships:

I can be tolerant and accepting of individual differences.

I can demonstrate responsibility through good decision making.

I can display good citizenship by representing myself, my school, my community, and my country with pride.

I can achieve my goals through self motivation and by encouraging and working with others.

Mission Statement

It is the mission of PBL Unit No. 10 School District to prepare each student to be a successful citizen as demonstrated through strong character, responsible actions, and a passion for life-long learning. PBL students will be empowered with the skills that allow them to read with comprehension, communicate clearly, utilize technology, think critically, work effectively with others, and use information to solve problems. PBL is committed to a systematic approach of support and intervention to assist each individual in reaching his or her full potential. We are dedicated to providing a safe environment while fostering a climate of high expectations for our students, staff, and the communities we serve.

PBL Technology Vision Statement

All students, teachers, staff, and community will have access to information through a state-of-the-art technology system to support learning for the purpose of improving levels of achievement as prescribed through District goals, objectives/outcomes and expectations.

As stakeholders of the PBL CUSD #10, we expect our students to be productive members of society upon graduation. We see technology being used as a tool to enhance our students' learning experiences as faculty members encourage and develop life-long learning skills. Our community can provide guidance and support in order to secure this vision through active participation in the educational process.

Telecommunications (voice, video, data), Instructional Technology (achieved through inquiry based and differentiated instruction), and Informational Technology (obtained by providing knowledge and skills aligned with NETS) are seen as important towards the achieving our vision of life-long learning not only now, but well into the future.

Section I A. Data & Analysis – Report Card Data
Item 1– 2010 AYP Report

Is this District making Adequate Yearly Progress (AYP)?	No	Has this District been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this District making AYP in Reading?	No	2010-11 Federal Improvement Status	District Improvement Year 1
Is this District making AYP in Mathematics?	Yes	2010-11 State Improvement Status	Academic Early Warning Year 1

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91		80	
All	100.0	Yes	100.0	Yes	74.4		No	82.5		Yes	93.6	Yes	88.9	Yes
White	100.0	Yes	100.0	Yes	75.1		Yes	82.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial/Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	45.2	44.2	Yes	53.8	53.7	Yes	93.0		82.6	
Economically Disadvantaged	100.0	Yes	100.0	Yes	64.9	71.6	No	76.6		Yes	93.8		81.3	

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

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

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

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

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

2010 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

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

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

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

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

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

AMAO Reports for 2010 are not yet available for posting.

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

District Information								
	2003	2004	2005	2006	2007	2008	2009	2010
Attendance Rate (%)	94.4	94.6	94.2	94.3	93.6	93.8	94.3	93.6
Truancy Rate (%)	0.5	1.4	0.7	0.8	1.1	1.4	0.9	0.8
Mobility Rate (%)	9.7	9.6	9.0	11.6	11.3	9.3	9.6	7.5
HS Graduation Rate, if applicable (%)	85.2	86.7	85.7	82.9	87.7	90.7	92.4	88.9
HS Dropout Rate, if applicable (%)	3.9	4.0	4.2	3.0	4.1	4.0	3.2	6.5
District Population (#)	1,411	1,458	1,485	1,500	1,527	1,555	1,550	1,532
Low Income (%)	24.9	24.1	28.7	29.2	29.7	30.3	26.9	30.0
Limited English Proficient (LEP) (%)	0.0	0.3	0.2	0.2	0.1	0.1	0.3	0.1
Students with Disabilities (%)	-	-	-	-	-	-	-	8.6
White, non-Hispanic (%)	98.0	97.4	96.8	96.7	95.2	94.8	94.6	94.3
Black, non-Hispanic (%)	0.4	0.3	0.1	0.3	0.5	0.3	0.5	0.3
Hispanic (%)	1.3	2.1	2.2	1.9	2.5	3.0	2.8	3.1
Asian/Pacific Islander (%)	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.3
Native American or Alaskan Native(%)	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Multiracial/Ethnic (%)	-	-	0.7	0.9	1.7	1.9	1.9	2.0

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	98.7	0.3	0.8	0.2	0	-
	2001	98.0	0.4	1.5	0.1	0	-
	2002	97.6	0.5	1.6	0.3	0	-
	2003	98.0	0.4	1.3	0.2	0.1	-
	2004	97.4	0.3	2.1	0.1	0.1	-
	2005	96.8	0.1	2.2	0.1	0	0.7
	2006	96.7	0.3	1.9	0.1	0	0.9
	2007	95.2	0.5	2.5	0.1	0	1.7
	2008	94.8	0.3	3.0	0.1	0	1.9
	2009	94.6	0.5	2.8	0.2	0	1.9
	2010	94.3	0.3	3.1	0.3	0	2.0
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 (%)
DISTRICT	2000	0	22.5	92.6	94.6	12.5	21	1.5	5.6	86.7
	2001	0.8	18.1	82.1	94.2	9.9	37	2.6	4.6	90.1
	2002	0.6	22.3	87.5	94.0	13.6	25	1.8	3.5	84.6
	2003	0	24.9	87.1	94.4	9.7	7	0.5	3.9	85.2
	2004	0.3	24.1	88.1	94.6	9.6	20	1.4	4.0	86.7
	2005	0.2	28.7	89.4	94.2	9.0	10	0.7	4.2	85.7
	2006	0.2	29.2	90.2	94.3	11.6	12	0.8	3.0	82.9
	2007	0.1	29.7	87.7	93.6	11.3	17	1.1	4.1	87.7
	2008	0.1	30.3	97.6	93.8	9.3	20	1.4	4.0	90.7
	2009	0.3	26.9	97.9	94.3	9.6	13	0.9	3.2	92.4
2010	0.1	30.0	100.0	93.6	7.5	12	0.8	6.5	88.9	
STATE	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	1,442	-	-	-	-	-	-
	2001	1,450	101	103	109	103	116	114
	2002	1,426	103	97	98	119	102	111
	2003	1,411	102	109	97	115	107	120
	2004	1,458	112	104	110	110	114	121
	2005	1,485	101	119	106	104	115	100
	2006	1,500	101	104	113	119	111	110
	2007	1,527	103	106	103	115	109	118
	2008	1,555	121	113	106	124	121	118
	2009	1,550	111	123	121	113	117	110
2010	1,532	116	105	120	112	113	106	
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	87	18	45,794	76	24	18	15	0	0
	2001	84	19	46,338	77	23	19	16	0	0
	2002	89	17	46,171	77	23	17	14	0	0
	2003	100	18	47,496	74	26	18	14	0	0
	2004	101	18	47,732	74	26	18	15	0	0
	2005	97	18	49,900	72	28	20	15	0	0
	2006	97	17	49,513	71	29	20	16	0	0
	2007	98	17	49,245	70	30	20	16	0	0
	2008	100	18	50,693	72	28	20	16	0	0
	2009	107	17	50,284	70	30	18	15	0	0
2010	110	15	50,656	71	29	17	14	0	0	
S T A T E	2000	122,671	15	45,766	53	47	19	18	0	0
	2001	125,735	14	47,929	54	46	19	18	0	0
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	2	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	12	61,402	44	56	18	18	1	1
2010	132,502	13	63,296	42	57	18	18	0	1	

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

Section I A. Data & Analysis – Report Card Data

Item 8a – Assessment Data (Reading)

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
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	82.7	75.0	66.3	72.1	79.3	80.7	-	74.5	88.1	65.7	70.1	79.8	68.7	71.4	75.0	78.5	68.7	70.7
White	83.2	75.6	68.1	72.7	79.8	81.7	-	74.7	90.1	66.6	71.0	82.6	69.8	70.4	76.0	81.0	69.4	73.2
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	23.1	12.5	33.3	27.8	63.6	45.5	-	7.7	-	33.3	50.0	-	21.4	21.4	7.1	33.3	23.1	40.0
Low Income	80.0	72.4	44.0	68.6	71.0	66.6	-	58.0	79.0	51.6	65.7	74.2	41.4	70.4	64.7	68.2	61.2	61.8

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	-	73.8	70.6	85.0	80.9	79.3	-	74.6	74.1	84.2	78.7	76.1	76.4	73.0	71.3	90.3	75.6	80.0
White	-	73.8	69.5	85.5	81.7	80.5	-	74.3	73.9	83.5	78.1	76.0	77.7	73.4	70.7	90.0	75.7	79.4
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	20.0	8.3	9.1	16.7	41.7	-	25.0	15.4	28.6	9.1	10.0	36.8	22.2	33.3	-	20.0	-
Low Income	-	61.5	65.7	71.0	86.2	61.0	-	66.6	53.3	84.4	67.8	84.0	58.6	63.6	75.0	76.9	65.3	67.9

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

PSAE - % Meets & Exceeds Reading grade 11

Groups	2005	2006	2007	2008	2009	2010
AYP Benchmark % Meets + Exceeds	47.5	47.5	55.0	62.5	70.0	77.5
All	61.7	58.7	65.0	56.5	53.2	46.6
White	61.3	59.8	65.4	57.6	54.8	46.6
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	5.6	25.0	50.0	7.7	7.7	7.1
Low Income	52.7	55.6	46.6	35.0	42.1	27.2

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	89.8	90.4	94.1	89.5	93.6	88.6	-	86.8	95.2	82.9	77.7	90.3	80.3	80.4	88.2	87.3	83.1	81.9
White	90.5	91.8	95.8	89.7	93.9	89.9	-	87.4	95.1	84.3	80.4	90.1	82.3	79.7	89.7	90.5	82.4	83.3
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	46.2	62.6	73.3	61.1	90.9	63.6	-	30.8	-	60.0	50.1	-	35.7	21.4	42.9	66.7	38.5	33.3
Low Income	86.7	86.2	80.0	88.5	92.1	88.9	-	77.5	89.5	71.0	74.2	87.1	51.7	77.8	79.4	77.2	80.6	73.5

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	-	90.7	89.9	89.7	87.2	85.9	-	77.2	83.6	90.0	89.0	88.6	71.1	82.9	88.0	91.2	87.4	90.0
White	-	91.3	89.5	89.4	88.3	87.0	-	77.8	84.7	89.6	88.7	90.0	71.6	82.6	87.7	90.9	86.9	90.7
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	30.0	16.7	27.3	54.5	50.0	-	30.0	23.1	35.7	18.2	40.0	10.0	27.8	47.7	-	20.0	-
Low Income	-	84.6	91.4	77.5	92.9	75.6	-	60.0	63.4	90.7	78.2	92.0	48.3	84.9	85.7	76.9	88.5	75.0

[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	55.3	57.7	58.5	61.2	43.9	42.8
White	54.9	58.8	59.6	62.2	45.2	42.8
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	5.6	16.7	-	15.4	-	-
Low Income	36.9	50.0	60.0	40.0	36.8	18.2

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.

The District is making AYP in Math.

74% of all students tested meet/exceed in Reading.

82.5% of all students tested meet/exceed in Math.

The District has been identified for Improvement Federally and is on Academic Warning for the State.

Students with Disabilities are above safe harbor in Math and Reading.

The attendance rate for all students is 93.6%

The district graduation rate is 88.9%

District enrollment has increased by 47 students in the last 6 years.

District poverty level has increased from 28.7% to 30% in the last 6 years.

The ethnicity of the district has changed only slightly, with 94.3% White while 5.1% representing Hispanic/Multi Racial.

Parent Involvement has increased from 88.1% to 100% in the last 6 years.

Teacher experience is an average of 15 years.

The average teacher salary is \$50,656.

29% of all teachers hold a Master's Degree.

All teachers are highly qualified by NCLB standards.

The pupil to teacher ratio for elementary levels is 17:1.

The pupil to teacher ratio for high school levels is 14:1

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 seen a slow increase in poverty, suggesting the probability of a downturn in test scores. The poverty level has been influenced by the closure of manufacturing plants in the area, where many parents were employed. The community lost over 300 jobs due to these closures, and the last two years have been very challenging to the community.

Additional faculty and staff have been hired to assist with students with disabilities. The data indicates smaller class sizes and fewer students identified with special needs.

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

The district is looking at many researched based programs and strategies to help close the gaps for students with disabilities. These include afterschool programs, summer school, and increased professional development. The district continues aligning its entire curriculum, using technology to enhance this program by the use of Curriculum Mapper. A new reading program has been implemented into the elementary buildings, which required increased use of technology. The district has moved to the inclusion model for students with disabilities as well as the RTI model.

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.

[Teacher Technology Survey](#) - 1/11

[Parent Technology Survey](#) - 1/11

[Student Technology Survey](#) - 1/11

[School Report Card](#) - Fall 2010

[Website Statistics](#) - Winter 2011

Local Assessments used include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Measures of Academic Progress (MAP) Testing. DIBELS is used for students entering Clara Peterson Elementary School to measure phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. MAP is used for students in Grades K - 11 and measures growth in the areas of reading, language usage, mathematics, and science.

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

All faculty are highly qualified.

All faculty use email, have access to internet, and use Skyward.

Librarians encourage the use of online reference materials, with increased usage seen of over 45% in the last year with Worldbook Online.

All administrators and secretaries use technology regularly, including email and Skyward.

All faculty are using and updating Curriculum Mapper.

Most faculty understand the importance of Curriculum Alignment to the State Standards.

Faculty professional development has been directed towards curriculum alignment and school improvement initiatives.

All aides are highly qualified and receiving professional development training, especially in the area of students with disabilities.

Faculty indicate a need for smartboards in their classrooms, especially at the elementary & intermediate buildings.

Student with disabilities training is ongoing and needed for full inclusion.

Students continue to show steady growth in both DIBELS and MAP Testing.

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.

Money is budgeted from the district level, Title I and Title II for continuing education and professional development, with an emphasis on core curriculum, curriculum alignment, inclusion, RTI, Skyward, MAP, DIBELS and other programs.

The Board of Education has set aside numerous professional development days for work on curriculum alignment.

Committees have been formed and meet regularly to discuss curriculum alignment, implement full inclusion for students with special needs, studying Response to Intervention (RTI), new assessment programs (MAP, DIBELS), new student management initiatives.

Data interpretation is a major component and area of concern, as it relates to school improvement. The school calendar is going to be adjusted to allow additional collaboration time for faculty and staff to interpret the data and adjust curriculum as needed.

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.

PBL has recognized the need to work with students with disabilities in order to achieve the levels set by NCLB.

Professional development has been a key towards success, with district and grant funds being allocated in areas of need.

Students with disabilities, a shift in demographics, and a need to align the district's curriculum are the focus of school improvement throughout the district, if the district is going to meet the standards set by NCLB.

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.

[Community Survey](#) - Winter 2010

[Student Technology Survey](#) - Winter 2011

[Faculty Technology Survey](#) - Winter 2011

[Worldbook Statistics](#) - Winter 2011

[Parent Technology Survey](#) - Winter 2011

[School Report Cards](#) - Fall 2010

[Website Statistics](#) - Winter 2011

Firewall Statistics [SPAM](#) [INTERNET](#) [WEBSITE](#) - Winter 2011

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

The district audit indicates compliance of grant funds for Professional development, especially in Title I and Title II.

Results of MAP and ISAT testing indicates that students are improving in the areas of Math and Reading.

Recent state budget restraints have limited the districts ability to replace an aging hardware inventory.

Older equipment has been upgraded and redeployed in the district.

Faculty are participating in professional development activities throughout the year, in areas of Technology and Curriculum Alignment.

The district's website is a valuable tool for the entire community and is a key source of information.

Online resources are available for students, faculty, and staff, with a significant increase in their usage.

The PBL Education Foundation has recognized a need for new technology equipment and has raised significant funds to address these needs.

Students use technology for information sharing, data collection, research, and communication.

Technology is available to students at each building, with a ratio of 1 to 3 throughout the district.

Students dislike limits place by content filtering, especially games and social networking. Logs indicate the content filter does not always block hacking/proxy avoidance sites.

94.3% of the students are white, with 3.1% being hispanic.

30% of the students are low income.

Student attendance rate is 93.6%.

Students with LEP are .1%.
High School Dropout rate is 6.5%.

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 state budget has had an impact on how our district has been able to allocate funds for Technology and other areas.
The Education Foundation has come forward to help with the purchase of new equipment and fund innovative programs.
Curriculum Mapper is being used to align the district's curriculum, with professional development and time being adequate allocated for its implementation.
Student/Family use of dependable online resources continues to grow, but we need to do a better job of letting know the availability of this resource.
Skyward and School Messenger have been tremendous tools for helping in school to home communication.
The district's demographics indicate a slightly larger number of hispanics in the district and a significantly higher percentage of students who are low income.

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.

The district has been innovative in providing resources for student and faculty use of technology.
Technology is being used to align the entire curriculum to the state standards and for student assessment.
Professional development activities are being provided for all faculty and staff that focus on curriculum alignment, student assessment, Skyward, Dibels and many other areas, so that the district will meet NCLB standards.
Student use of technology continues to increase, which requires additional resources to update district wide equipment.
With a significant increase in the percentage of low income students, the district now has an additional subgroup to focus on.

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.

Fall 2010- [District & Building Report Cards](#)

Fall 2010 - [School Improvement Plans](#)

Winter 2011 - [Curriculum Website](#)

2010-11 School Year - [School Improvement Days](#)

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

The district report card indicates that students with disabilities are not making AYP.

Faculty participate in various professional development activities, with an emphasis on the district's school improvement plan.

The district provides multiple opportunities for professional development.

Faculty are using Curriculum Mapper to align the district's curriculum.

Teacher experience is an average of 15 years.

The average teacher salary is \$50,656.

29% of all teachers hold a Master's Degree.

All faculty and paraprofessionals are highly qualified.

Faculty and staff indicate support and a need for more Promethean Boards and an internet based program such as Gaggles.

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 and grant funds are used to encourage faculty to participate in professional development, which includes items such as Promethean, Skyward, MAP Testing, DIBELS Testing, Gaggle, and other areas of **technology** implementation.

Professional development days and activities are provided for throughout the year, as approved by the board of education and supported by the administration.

Faculty see the need to become innovators in the classroom in order to accommodate students with disabilities, therefore they participate in professional development activities.

District Curriculum and Assessment committees are active in developing and implementing professional development activities.

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 districts needs to continue making professional development a vital necessity if it is going to reach NCLB standards.

The district has developed a school improvement plan that recognizes the need to align its entire curriculum and incorporated the inclusion model for students with special needs.

Faculty and staff are very involved with planning and implementing professional development activities.

Faculty and staff will continue to be provided and participate in **technology** related professional development activities as implemented by the district.

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.

[District & Building Report Cards](#)

[School Improvement Plans](#)

[Curriculum Website](#)

[Education Foundation Website](#)

[Parent Technology Survey](#)**Summarize the Data - This box should include a summary and analysis of the significant data concerning parent/community involvement.**

Over 95% of households have Internet Access.

Many pieces of valuable technology are purchased by the Education Foundation to the district each year. The PBL Education Foundation is in the midst of fund drive to support district technology needs.

A new reading series was adopted and implemented with great deal of parental input.

The district conducted numerous focus group activities that provided valuable information for driving the school improvement plan.

Family's see the PBL Website, Skyward, and School Messenger as centers of communication.

Students and Parents would like to see a web based program which includes email, classroom collaboration, blogs, message boards, texting, chat rooms, word processing, and document storage.

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 is focusing on the challenge of working with students with disabilities, from low incomes levels, and the inclusion model, as a means to meet NCLB Standards. The district provides opportunities for community input and has worked to implement those suggestions within the resources currently available and is fortunate to have the PBL Education Foundation support these efforts. As part of the district school improvement plans, professional development activities have been and will continue to be an important part of working towards the challenge meeting NCLB standards, especially in the area of students with disabilities.

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.

Additional resources need to made available in order to provide online to provide a web based program which includes email, classroom collaboration, blogs, message boards, texting, chat rooms, word processing, and document storage.

The district has recently directed its time and resources towards it's school improvement plan, with test scores indicating the implementation of these plans are working.

Section I D. Data & Analysis – Technology Deployment Data

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

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

The technology coordinator conducts an assessment of district hardware and software annually.

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

520 desktops and laptops in the district.

Approximately 50% of all desktops are over 5 years old.

6 networked copy machines.

25 network laser printers.

Each building is wired with Cat 5.

Wireless connectivity is available in each building.

New Smart boards, along with multimedia carts and document cameras were purchased by the Education Foundation

10 labs use desktop virtualization and Microsoft Steady State.

Cipafilters connect each attendance center via fiberoptics.

Bandwidth, Spam and Content Filtering is managed through Cipafilter.

8 servers range in age from 1 - 8 years old.

Windows 2003 are file server operating systems.

Several labs and faculty workstations will be replaced over the next 3 years.

The district administers its own email and website.

Office XP is used district workstations and laptops, with a conversion towards Open Source ongoing.

Electrical upgrades need to be made in 3 of the district's buildings.

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 district financial resources hamper the ability to upgrade hardware.

The PBL Education Foundation has purchased Smart Boards, Projectors, Document Cameras, Flip Cameras and Multimedia carts with all necessary equipment for each building.

Desktop Virtualization has created savings in lab situations and the use of Group Policy and Steady State stabilize computers and prevent vandalism.

Cipafilter does a tremendous in bandwidth control, spam and content filtering.

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 the two library labs, 2nd floor main lab in the HS, and Advanced Business Labs need to be upgraded with new computers and peripherals.

In order to maintain adequate, high speed connectivity, the district is looking to connect with ICN.

The Office of Technology has been creative in upgrading older equipment to meet the needs of students, faculty, and staff, thus providing a savings to the district. The district will look at allocating resources necessary to upgrade faculty workstations, do an electrical upgrade in 3 of its buildings, and install additional smartboards and projectors in K - 5 classrooms, and projectors and document cameras in 6 - 12 classrooms.

District Technology Inventory - District Information

Number	
1500	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
110	Number of Teachers (FTE - this does not include teacher aides)
8	Number of Administrators
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of less than 10 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds between 10 mbps and 200 mbps
0	Number of buildings with direct broadband internet connections (outside the firewall) at speeds of greater than 200 mbps
4	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

4	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	125
	Dedicated Cable	0
	DSL	0
	Wireless	125
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mb Ethernet	0
	100+ mb Ethernet	8
	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	4
	Dedicated Cable	0
	DSL	0
	Wireless	4
	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	2
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mb Ethernet	0
	100+ mb Ethernet	5
	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	30
	Dedicated Cable	0
	DSL	0
	Wireless	30
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Other Locations	10 mb Ethernet	0
	100+ mb Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

District Technology Inventory - Computer Inventory(Desktop Computers)

Location	Computer Age	High Speed Access \geq 56k			Low Speed Access <56k			No Internet Access			Total Desktop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
<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	54	0	54	0	0	0	0	0	0	54	0	54
	2-5 years	86	0	86	0	0	0	0	0	0	86	0	86
	5+ years	69	0	69	0	0	0	0	0	0	69	0	69
	SubTotal	209	0	209	0	0	0	0	0	0	209	0	209
<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	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	22	0	22	0	0	0	0	0	0	22	0	22
	SubTotal	22	0	22	0	0	0	0	0	0	22	0	22
<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	130	0	130	0	0	0	0	0	0	130	0	130
	SubTotal	130	0	130	0	0	0	0	0	0	130	0	130

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(Laptop Computers)

Location	Computer Age	High Speed Access ≥56k			Low Speed Access <56k			No Internet Access			Total Laptop Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	6	6	0	0	0	0	0	0	0	6	6
	2-5 years	20	0	20	0	0	0	0	0	0	20	0	20
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	20	6	26	0	0	0	0	0	0	20	6	26
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	1	0	1	0	0	0	0	0	0	1	0	1
	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	1	0	1	0	0	0	0	0	0	1	0	1
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	71	0	71	0	0	0	0	0	0	71	0	71
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	71	0	71	0	0	0	0	0	0	71	0	71
Administrative Offices	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
Teacher Offices	Under 2 years	22	0	22	0	0	0	0	0	0	22	0	22
	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	22	0	22	0	0	0	0	0	0	22	0	22
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	8	0	8	0	0	0	0	0	0	8	0	8
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	8	0	8	0	0	0	0	0	0	8	0	8

District Technology Inventory - Computer Inventory(Tablet Computers)

Location	Computer Age	High Speed Access \geq 56k			Low Speed Access <56k			No Internet Access			Total Tablet Computers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Mobile Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0

	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	14	0	14	0	0	0	0	0	0	14	0	14
	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	14	0	14	0	0	0	0	0	0	14	0	14
Other Locations	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0

District Technology Inventory - Computer Inventory(Servers)

Location	Computer Age	High Speed Access \geq 56k			Low Speed Access <56k			No Internet Access			Total Servers		
		PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
	SubTotal	0	0	0	0	0	0	0	0	0	0	0	0
Media Center/Library	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0

	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	1	0	1	0	0	0	0	0	0	1	0	1
	SubTotal	1	0	1	0	0	0	0	0	0	1	0	1
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	4	0	4	0	0	0	0	0	0	4	0	4
	2-5 years	2	0	2	0	0	0	0	0	0	2	0	2
	5+ years	3	0	3	0	0	0	0	0	0	3	0	3
	SubTotal	9	0	9	0	0	0	0	0	0	9	0	9
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

PCs

Location	Type	Number
Instructional Classroom	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
Dedicated Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	209
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	209
Media Center/Library	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	22
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	22
Mobile Computer Lab	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	71
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	71
Administrative Offices	Windows 7	0
	Windows Vista	8
	Windows XP (any version)	23
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	31
Teacher Offices	Windows 7	0
	Windows Vista	0
	Windows XP (any version)	130

	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	130
Other Locations	Windows 7	10
	Windows Vista	13
	Windows XP (any version)	60
	Windows 2000 (any version)	0
	Windows 95/98	0
	Other PC	0
	Subtotal	83
Macintosh		
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Dedicated Computer Lab	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Media Center/Library	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Mobile Computer Lab	MAC System 10.x	0
	MAC System 9.x	0

	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Administrative Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Teacher Offices	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0
Other Locations	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
	Subtotal	0

Other Operating Systems (including Linux)

Location	Operating System	Number
Instructional Classroom		0
Dedicated Computer Lab		0
Media Center/Library		0
Mobile Computer Lab		0
Administrative Offices		0
Teacher Offices		0
Other Locations		0

District Technology Inventory - Network Equipment

Location	Type	Number
Instructional Classroom	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Dedicated Computer Lab	Hubs	0
	Routers	0
	Switches	11
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Media Center/Library	Hubs	2
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Mobile Computer Lab	Hubs	0
	Routers	0
	Switches	0

	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Administrative Offices	Hubs	0
	Routers	0
	Switches	1
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Teacher Offices	Hubs	0
	Routers	0
	Switches	0
	Wireless Access Points	0
	Firewall	0
	Spam Filter	0
	Content Filter	0
	Intrusion Detector	0
Other Locations	Hubs	0
	Routers	0
	Switches	20
	Wireless Access Points	24
	Firewall	3
	Spam Filter	1
	Content Filter	3
	Intrusion Detector	3

District Technology Inventory - Licensed Software

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

District Technology Inventory - Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers/Multifunctional Units	20	6	26
Stand-alone Printers/Multifunctional Units	0	6	6
Stand Alone Scanners	10	4	14
Digital Cameras	10	2	12
Camcorders/Movie Cameras	8	0	8
Satellite Dishes	0	0	0
Televisions	20	0	20
Video Microscopes	0	0	0
LCD Panels/Projection Devices	20	2	22
Fax Machines	0	5	5

Graphing Calculators	0	0	0
PDA's	0	0	0
Assistive/Adaptive Devices/Student Response Devices	0	0	0
GPS Devices/Geocaching	0	0	0
Science Probeware	0	0	0
Modems	0	0	0
Electronic Whiteboards	10	0	10
Whiteboard Peripherals (clickers, note capturing devices)	0	0	0
Document Cameras	10	0	10
MP3/ Electronic Readers, Kindles, etc.	8	0	8

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)	10	10	20
Mobile Phone Service (How many phone numbers - this should reflect mobile phone service put into the E-Rate 471 application and Blackberries)	0	0	0
	Number		
Classrooms with telephones	125		

District Technology Inventory - Distance Learning

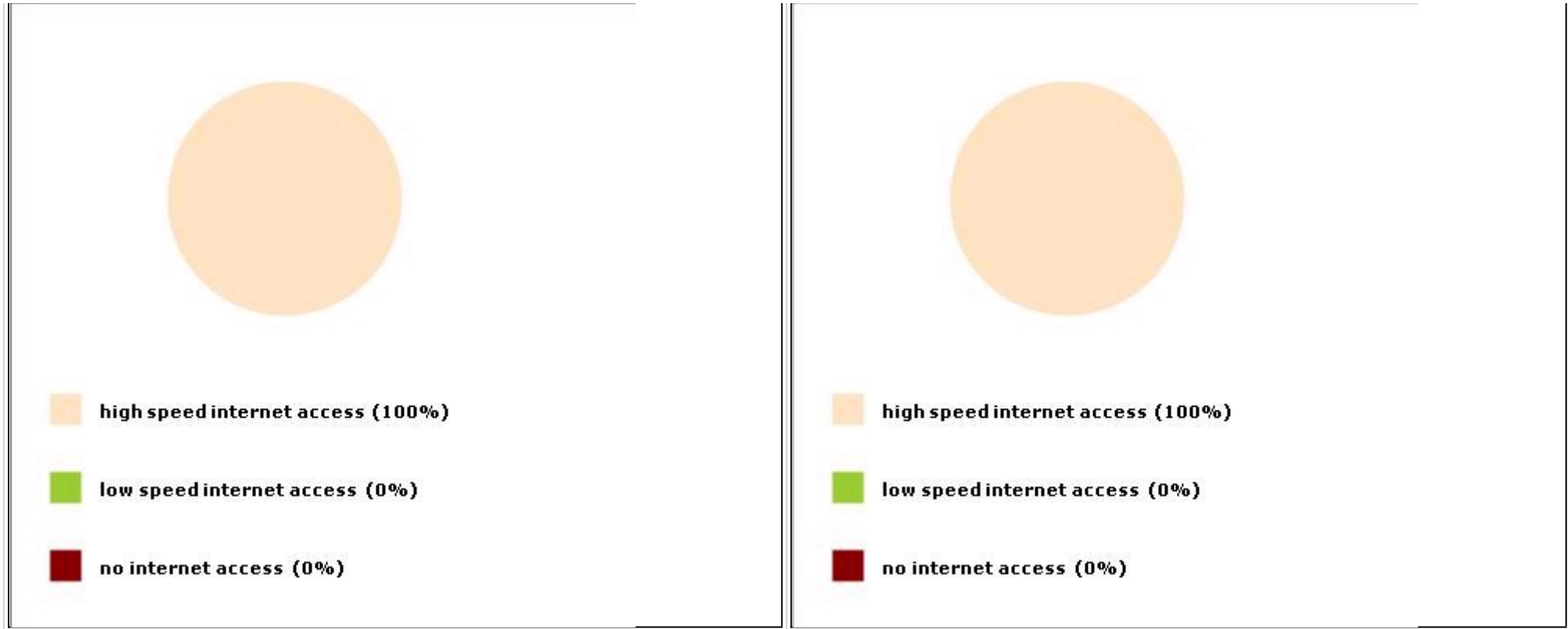
Distance Learning	Number of Access Points
Satellite	0
Cable/Broadcast	125
Internet Services for Distance Learning	0

Phone line/v-tel systems	0
Other	0

Section I D Data & Analysis – District Technology Inventory Report

District Information:

District Information:							
Number of K-12 self-contained regular classroom students. This includes any student that is counted for purposes of Average Daily Attendance (ADA). It also refers to students that the district is responsible for in the Student Information System (SIS).		Number of K-12 special education self-contained classroom students		Number of Teachers (FTE - this does not include teacher aides)		Number of Administrators	
1500		0		110		8	
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		
4	0	0	1	0	0		
Instructional School Building Internet Access (Chart) :			Non-Instructional Buildings Internet Access (Chart) :				



Computer Inventory:

Type and Location	Classrooms		Dedicated Computer Lab		Media Center / Library		Mobile Computer Lab		Offices				Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	Administrative		Teachers		PC	Mac
Computers														
Desktops	0	0	209	0	0	0	0	0	22	0	130	0	0	0
Laptops	20	6	0	0	1	0	71	0	16	0	22	0	8	0
Tablets	0	0	0	0	0	0	0	0	0	0	14	0	0	0
Servers	0	0	0	0	1	0	0	0	9	0	0	0	0	0
	20	6	209	0	2	0	71	0	47	0	166	0	8	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
	26	209	2	71	47	166	8
Students per Computer						2.84	

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	0	0	209	0	0	0	0	0	22	0	130	0	0	0
Laptops	20	6	0	0	1	0	71	0	16	0	22	0	8	0
Tablets	0	0	0	0	0	0	0	0	0	0	14	0	0	0
Servers	0	0	0	0	1	0	0	0	9	0	0	0	0	0
	20	6	209	0	2	0	71	0	47	0	166	0	8	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	
	26		209		2		71		47		166		8	
Students per Computer with High Speed Access											2.84			

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
PC	Mac	PC							Mac	PC	Mac	PC		
Computers	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	0		0		0		0		0		0		0	
Students per Computer with No Internet Access											0			

Computer Ages:

Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
54	29	14	86	115	0	221	0	0

Internet Access:

Number of Rooms	Type
0	10 mb Ethernet

172	100+ mb Ethernet
0	Dedicated Cable
0	DSL
162	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Operating Systems:

Number of Computers	Type	Number of Computers	Type
10	Total Number of Computers with Windows 7	0	Total Number of Computers with MAC System 10.x
21	Total Number of Computers with Windows Vista	0	Total Number of Computers with MAC System 9.x
515	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
26	Number of Networked Printers/Multifunctional Units	0	Number of PDAs
6	Number of Stand-alone Printers/Multifunctional Units	0	Number of Assistive/Adaptive Devices/Student Response Devices
14	Number of Stand Alone Scanners	0	Number of GPS Devices/Geocaching
12	Number of Digital Cameras	0	Number of Science Probeware
8	Number of Camcorders/Movie Cameras	10	Number of Electronic Whiteboards

0	Number of Satellite Dishes	0	Number of Whiteboard Peripherals (clickers, note capturing devices)
20	Number of Televisions	10	Number of Document Cameras
0	Number of Video Microscopes	8	Number of MP3/ Electronic Readers, Kindles, etc.
22	Number of LCD Panels/Projection Devices		
5	Number of Fax Machines		
0	Number of Graphing Calculators		

Distance Learning

Number of Access Points	Distance Learning
0	Number of Classrooms with Satellite
125	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.

Students at PBL will increase their current ISAT meets/exceeds scores of 82.5% in math and 74.4% in reading to 92.5% in 2012 and 2013 and 100% by 2014. Students in the low SES subgroup in the will increase their ISAT Reading performance from their current level of 64.9% meets/exceeds to 92.5% in 2012 and 2013 and 100% by 2014 or they will achieve Safe Harbor.

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

Phase I Goal 1 Title:

All studentes will reach AYP including subgroups according to NCLB standards.

Section II B. Action Plan – Curriculum and Instruction

Phase I Goal 1 Title:

All studentes will reach AYP including subgroups according to NCLB standards.

Strategy 1

Students will make Gaggle a major communication piece which will support student achievement and curricular activities as well as increase student accessibility.

			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
1Gaggle Training.	08/01/2011	06/01/2012	0	0			0	0	0	0	0	0

Strategy 2

Students will be assessed with Dibels and Map

			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
1Map and Dibels Testing	07/01/2011	06/30/2012	5,000	5,000			0	0	0	0	0	0

Strategy 3												
Students will use online resources, such as World Book Online, Follett, and other library resources.												
			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 Instruction on the use of online resources.	08/01/2011	06/01/2012	5,000	5,000			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase I Goal 1 Title:												
All studentes will reach AYP including subgroups according to NCLB standards.												
Strategy 1												
Faculty will participate in professional development activities that align with the district's school improvement plan. These include RTI, inclusion, and recognizing the needs of the low SES student.												
			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 Workshops, seminars, classes	07/01/2011	06/30/2012	22,000	5,000			12,000	0	0	0	0	5,000

Strategy 2												
Professional Development for Technology Use												
			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 Faculty and Staff will be provided PD for use of Promethean Boards, Document Cams, and Projection.	07/01/2011	09/30/2011	3,000	3,000			0	0	0	0	0	0

Strategy 3												
Teachers and Students will work together to make Gaggle a major communication piece which will support student achievement and increase student accessibility that will ensure that all children have a fair, equal, and significant opportunity to obtain a high quality technology applications which support the district's school improvement plan.												
			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
1Implementation of Gaggle which helps students learn how to communicate in a professional manner, engages them using technology, and helps them learn the 21st Century skills they need for their futures.	08/01/2011	06/01/2012	0	0			0	0	0	0	0	0

Section II D. Action Plan – Parental/Community Involvement

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

Phase I Goal 1 Title:												
All studentes will reach AYP including subgroups according to NCLB standards.												
Strategy 1												
Provide a web based program (GAGGLE) which includes email, classroom collaboration, blogs, message boards, texting, chat rooms, word processing, and document storage, which will support student achievement and increase student accessibility.												
			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
1Provide parent and student workshops for Gaggle.	08/01/2011	09/30/2011	0	0			0	0	0	0	0	0

Strategy 2												
Provide reliable home/school online resources which will support student achievement and increase student accessibility.												
			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
1Worldbook Online	07/01/2011	06/30/2012	800	800			0	0	0	0	0	0

Strategy 3												
Provide online Grading and Communication through Skyward and School Messenger.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Maintain Skyward and School Messenger	07/01/2011	06/30/2012	10,000	10,000			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase I Goal 1 Title:												
All studentes will reach AYP including subgroups according to NCLB standards.												
Strategy 1												
Provide update computer equipment for data access which will support student achievement and increase student accessibility.												
			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
1Replace labs in junior and senior high libraries as well as 2 additional labs in the high school.			23,000	15,000	0	D	0	0	0	0	0	8,000

Strategy 2												
Smartboards, projection, and document cameras which will support student achievement and increase student accessibility.												
			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 Install new equipment	07/01/2011	06/30/2012	80,000	50,000	0	D	0	0	0	0	0	30,000

Strategy 3												
Maintain and Upgrade Internet Access, Phone Service, Firewalls, Gaggle which will support student achievement and increase student accessibility.												
			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 Internet service.	07/01/2011	06/30/2012	5,400	2,322	3,078	R	0	0	0	0	0	0
2 Maintain phone service.	07/01/2011	06/30/2012	16,800	7,224	9,576	R	0	0	0	0	0	0
3 Maintain firewalls/routers	07/01/2011	06/30/2012	2,000	2,000	0	R	0	0	0	0	0	0
4 Gaggle	07/01/2011	06/30/2012	5,000	2,000	3,000	R	0	0	0	0	0	0

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

Phase II Goal 1 Title:
All studentes will reach AYP including subgroups according to NCLB standards.

Section II B. Action Plan – Curriculum and Instruction

Phase II Goal 1 Title:

All studentes will reach AYP including subgroups according to NCLB standards.

Strategy 1

Students will use online resources, such as World Book Online, Follett, and other library resources.

			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 Instruction on the use of online resources.	07/01/2012	06/30/2013	5,000	5,000			0	0	0	0	0	0

Strategy 2

Students will be assessed with Dibels and Map

			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 Map and Dibels Testing	07/01/2012	06/30/2013	5,000	5,000			0	0	0	0	0	0

Strategy 3

Students will make Gaggle a major communication piece which will support student achievement and curricular activities as well as increase student accessibility.

			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 Continued Gaggle training	07/01/2012	06/30/2013	0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase II Goal 1 Title:

All studentes will reach AYP including subgroups according to NCLB standards.

Strategy 1

Faculty will participate in professional development activities that align with the district's school improvment plan. These include RTI, inclusion, and recognizing the needs of the low SES student.

			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
1Workshops, seminars, classes	07/01/2012	06/30/2013	22,000	5,000			12,000	0	0	0	0	5,000

Strategy 2

Professional Development for Technology

			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Faculty and Staff will be provided PD for use of Promethean Boards, Document Cams, and Projection.	08/01/2012	08/31/2012	0	0			0	0	0	0	0	0

Strategy 3

Teachers and Students will work together to make Gaggle a major communication piece which will support student achievement and increase student accessibility that will ensure that all children have a fair, equal, and significant opportunity to obtain a high quality technology applications which support the district's school improvement plan.

			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
1Implementation of Gaggle which helps students learn how to communicate in a professional manner, engages them using technology, and helps them learn the 21st Century skills they need for their futures.	08/01/2012	06/01/2012	0	0			0	0	0	0	0	0

Section II D. Action Plan – Parental/Community Involvement

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

Phase II Goal 1 Title:												
All studentes will reach AYP including subgroups according to NCLB standards.												
Strategy 1												
Provide a web based program (GAGGLE)which includes email, classroom collaboration, blogs, message boards, texting, chat rooms, word processing, and document storage which will support student achievement and increase student accessibility.												
			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
1Provide new parent and student workshops for Gaggle.	08/15/2012	09/28/2012	0	0			0	0	0	0	0	0

Strategy 2												
Provide reliable home/school online resources.												
			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
1Worldbook Online	07/01/2012	06/30/2013	800	800			0	0	0	0	0	0

Strategy 3												
Provide online Grading and Communication through Skyward and School Messenger.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Maintain Skyward and School Messenger	07/01/2012	06/30/2013	10,000	10,000			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase II Goal 1 Title:												
All studentes will reach AYP including subgroups according to NCLB standards.												
Strategy 1												
Provide update computer equipment for data access which will support student achievement and increase student accessibility.												
			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 Replace faculty workstations for Eastlawn and Clara Peterson.	07/01/2012	12/14/2012	40,000	40,000	0	R	0	0	0	0	0	0

Strategy 2												
Smartboards, projection, and document cameras which will support student achievement and increase student accessibility.												
			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 Install new equipment	07/01/2012	06/30/2013	70,000	50,000	0	R	0	0	0	0	0	20,000

Strategy 3												
Maintain and Upgrade Internet Access, Phone Service, Firewalls, Gaggle which will support student achievement and increase student accessibility.												
			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 Internet service.	07/01/2012	06/30/2013	5,400	2,322	3,078	R	0	0	0	0	0	0
2 Maintain phone service	07/01/2012	06/30/2013	16,800	7,224	9,576	R	0	0	0	0	0	0
3 Maintain firewalls/routers	07/01/2012	06/30/2013	2,000	2,000	0	R	0	0	0	0	0	0
4 Gaggle	07/01/2012	06/30/2013	5,000	2,000	3,000	R	0	0	0	0	0	0

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

Phase III Goal 1 Title:

All studentes will reach AYP including subgroups according to NCLB standards.

Section II B. Action Plan – Curriculum and Instruction

Phase III Goal 1 Title:

All studentes will reach AYP including subgroups according to NCLB standards.

Strategy 1

Students will use online resources, such as World Book Online, Follett, and other library resources.

			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
1Instruction on the use of online resources.	07/01/2013	06/30/2014	5,000	5,000			0	0	0	0	0	0

Strategy 2

Students will be assessed with Dibels and Map

			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
1Map and Dibels Testing	07/01/2013	06/30/2014	5,000	5,000			0	0	0	0	0	0

Strategy 3												
Students will make Gaggle a major communication piece which will support student achievement and curricular activities as well as increase student accessibility.												
			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
1Continued Gaggle Training	06/01/2013	06/30/2014	0	0			0	0	0	0	0	0

Section II C. Action Plan – Professional Development

Phase III Goal 1 Title:												
All studentes will reach AYP including subgroups according to NCLB standards.												
Strategy 1												
Faculty will participate in professional development activities that align with the district's school improvement plan. These include RTI, inclusion, and recognizing the needs of the low SES student.												
			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
1Workshops, seminars, classes	07/01/2013	06/30/2014	22,000	5,000			12,000	0	0	0	0	5,000

Strategy 2												
Professional Development for Technology												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Faculty and Staff will be provided PD for use of Promethean Boards, Document Cams, and Projection.	08/01/2013	08/29/2014	0	0			0	0	0	0	0	0

Strategy 3												
Teachers and Students will work together to make Gaggle a major communication piece which will support student achievement and increase student accessibility that will ensure that all children have a fair, equal, and significant opportunity to obtain a high quality technology applications which support the district's school improvement plan.												
			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
1Implementation of Gaggle which helps students learn how to communicate in a professional manner, engages them using technology, and helps them learn the 21st Century skills they need for their futures.	08/01/2013	06/01/2014	0	0			0	0	0	0	0	0

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

Phase III Goal 1 Title:												
All studentes will reach AYP including subgroups according to NCLB standards.												
Strategy 1												
Provide a web based program (GAGGLE)which includes email, classroom collaboration, blogs, message boards, texting, chat rooms, word processing, and document storage which will support student achievement and increase student accessibility.												
			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
1Provide new parent and student workshops for Gaggle.	08/15/2013	09/27/2013	0	0			0	0	0	0	0	0

Strategy 2												
Provide reliable home/school online resources.												
			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
1Worldbook Online	07/01/2013	06/30/2014	800	800			0	0	0	0	0	0

Strategy 3												
Provide online Grading and Communication through Skyward and School Messenger.												
			Budget & Funding Sources (\$)									
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
1Maintain Skyward and School Messenger	07/01/2013	06/30/2014	10,000	10,000			0	0	0	0	0	0

Section II E. Action Plan – Technology Deployment

Phase III Goal 1 Title:												
All studentes will reach AYP including subgroups according to NCLB standards.												
Strategy 1												
Smartboards, projection, and document cameras which will support student achievement and increase student accessibility.												
			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
1Install new equipment			40,000	20,000	0	D	0	0	0	0	0	20,000

Strategy 2												
Provide update computer equipment for data access which will support student achievement and increase student accessibility.												
			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 Replace faculty workstations for PBLJH and HS			50,000	50,000	0	D	0	0	0	0	0	0

Strategy 3												
Maintain and Upgrade Internet Access, Phone Service, Firewalls, Gaggle which will support student achievement and increase student accessibility.												
			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 Internet service.	07/01/2013	06/30/2014	5,400	2,322	3,078	R	0	0	0	0	0	0
2 Maintain phone service	07/01/2013	06/30/2014	16,800	7,224	9,576	R	0	0	0	0	0	0
3 Maintain firewalls/routers	07/01/2013	06/30/2014	2,000	2,000	0	R	0	0	0	0	0	0
4 Gaggle	07/01/2013	06/30/2014	5,000	2,000	3,000	R	0	0	0	0	0	0

Section II F. Action Plan - Monitoring Process
Phase I

ISBE Report Cards and ISAT/PSAE test results will indicate whether we have achieved our goal of students with disabilities and low SES reaching NCLB standards. MAP and Dibels will assist in identification of students with needs and regular monitoring of academic achievement.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Review and monitor Curriculum Mapper Activities, DIBELS, MAP, and ISAT.	Faculty/Staff have successfully mapped assigned areas of the curriculum and reviewed data from DIBELS, MAP, and ISAT.	Quarterly and Annually	Each Building Principal. Eshleman, Graham, Wright, Didier.

PD Strategy	Transcripts, Evaluation Forms, and Signin logs to workshops	Successful completion of courses and activities.	Upon completion of each activity.	Each Building Principal, Curriculum Coordinator, Superintendent. Eshleman, Tighe, Graham, McClure, Wright, Didier
P/C Strategy	Logs to use of Gaggle and Online resources.	Installation and use of Gaggle.	Annually	Technology Coordinator, Brehm
Tech D Strategy	Technology Inventory Spreadsheet	Successful purchase, installation, and implementation of new equipment.	Annually	Technology Coordinator, Brehm

Section II F. Action Plan - Monitoring Process
Phase II

ISBE Report Cards and ISAT/PSAE test results will indicate whether we have achieved our goal of students with disabilities and low SES reaching NCLB standards. MAP and Dibels will assist in identification of students with needs and regular monitoring of academic achievement.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Review and monitor Curriculum Mapper Activities, DIBELS, MAP, and ISAT.	Faculty/Staff have successfully mapped assigned areas of the curriculum and reviewed data from DIBELS, MAP, and ISAT.	Quarterly and Annually	Each Building Principal. Eshleman, Graham, Wright, Didier.
PD Strategy	Transcripts, Evaluation Forms, and Signin logs to workshops	Successful completion of courses and activities.	Upon completion of each activity.	Each Building Principal, Curriculum Coordinator, Superintendent. Eshleman, Tighe, Graham, McClure, Wright, Didier
P/C Strategy	Logs to confirm use of Skyward, Gaggle and Online resources.	Continued use of Gaggle, Skyward, and Online.	Annually	Technology Coordinator, Brehm
Tech D Strategy	Technology Inventory Spreadsheet	Successful purchase, installation, and implementation of new equipment.	Annually	Technology Coordinator, Brehm

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

ISBE Report Cards and ISAT/PSAE test results will indicate whether we have achieved our goal of students with disabilities and low SES reaching NCLB standards. MAP and Dibels will assist in identification of students with needs and regular monitoring of academic achievement.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Review and monitor Curriculum Mapper Activities, DIBELS, MAP, and ISAT.	Faculty/Staff have successfully mapped assigned areas of the curriculum and reviewed data from DIBELS, MAP, and ISAT.	Quarterly and Annually	Each Building Principal. Eshleman, Graham, Wright, Didier.
PD Strategy	Transcripts, Evaluation Forms, and Signin logs to workshops	Successful completion of courses and activities.	Upon completion of each activity.	Each Building Principal, Curriculum Coordinator, Superintendent. Eshleman, Tighe, Graham, McClure, Wright, Didier
P/C Strategy	Logs to confirm use of Skyward, Gaggle and Online resources.	Continued use of Gaggle, Skyward, and Online.	Annually	Technology Coordinator, Brehm
Tech D Strategy	Technology Inventory Spreadsheet	Successful purchase, installation, and implementation of new equipment.	Annually	Technology Coordinator, Brehm

Section II G. Action Plan – Budget Summary

Phase I - 2011 - 2012

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
All studentes will reach AYP including subgroups according to NCLB standards.	178,000	107,346	15,654	12,000	0	0	0	0	43,000
Total Budget for Phase I - 2011-2012	178,000	107,346	15,654	12,000	0	0	0	0	43,000

Phase II - 2012 - 2013

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
All studentes will reach AYP including subgroups according to NCLB standards.	182,000	129,346	15,654	12,000	0	0	0	0	25,000
Total Budget for Phase II - 2012-2013	182,000	129,346	15,654	12,000	0	0	0	0	25,000

Phase III - 2013 - 2014

Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
All students will reach AYP including subgroups according to NCLB standards.	162,000	109,346	15,654	12,000	0	0	0	0	25,000
Total Budget for Phase III - 2013-2014	162,000	109,346	15,654	12,000	0	0	0	0	25,000
Goals	Total	District	E-Rate	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Total Budget for Phases I, II, and III - 2011 - 2014	522,000	346,038	46,962	36,000	0	0	0	0	93,000

Section III Plan Development, Review and Implementation

A. Stakeholder Involvement

Stakeholder Involvement - Using a narrative, describe specifically how stakeholders (including parents, school staff and others) have been consulted in the development or revision of the plan. Also describe how the adult literacy service providers and public libraries were consulted when preparing this plan. If no adult literacy service provider or library exists, please explain within your narrative your attempts at locating these entities.

Stakeholders have been consulted through surveys, meetings, and informal contact. This plan is reviewed annually and a written report is filed with the Board of Education each year. The Paxton Carnegie Library, Parkland Community College, Regional Office of Education, University of Illinois, and other service providers have been consulted and included as part of this plan.

Those individuals involved include the district superintendent, curriculum coordinator, curriculum and assessment committees, building principals, faculty and staff, and representatives from various civic and parent groups, including the PBL Education Foundation.

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.**

PBL CUSD #10 is in CIPA compliance, with its policy well documented and posted on the district website. Board Policy #6.235 was reviewed and approved on 11/14/2007. This plan

was reviewed and approved again by the BOE on 2/9/2011.

Peer Review Feedback Form

District Name :	RCDT #:
<input checked="" type="checkbox"/> Original Submission	Date Peer Reviewed: 03/08/2011
School Years Covered by Plan:	ISBE Approval Date: 05/25/2011
<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:
---------------------------------------	-----------------------

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

Section I: Data and Analysis	Requirements
Data Collection & Information	<input checked="" type="radio"/> Meets <input type="radio"/> Does Not Meet
<ul style="list-style-type: none"> ● Part A. Illinois School Report Card Data ● Part B. Local Assessment Data (as available) ● Part C. Other Data -- Item 1,2 & 3 ● Part D. Technology Deployment ● Part E. Data & Analysis - (Meta-Analysis) 	
Comments:	

Section II: Action Plan	Requirements
-------------------------	--------------

Part A. Overall Review of Action Plan

Meets Does Not Meet

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

Comments:

FBishop, ISBE: A.1 Goals: Primary short goals must be revised to include all students served. Additional goals may be added to address the needs of sub-groups. A.2 Strategies and Activities: Adjust accordingly. (Revised 5/2/11)

Part B. Curriculum Integration Strategies and Activities

Meets Does Not Meet

Comments:

FBishop, ISBE: Part B. Curriculum Integration Section—Insufficient Activities (Revised 5/2/11) Primary Strategies and activities should be written to identify and promotes research-based curriculum and instruction that integrate technology to improve student academic achievement Additional student strategies and activities should be written to support at least one or more of the following objectives: • Logically supports the stated goal(s) • Responds to key factors or needs • Describes how technology literacy of students will be increased • Describes how student technology use and access will be increased • Identifies innovate implementation strategies that increase access to rigorous or specialized courses. (i.e. distance learning, IVHS, on-line courses, etc.)

Part C. Professional Development Strategies and Activities

Meets Does Not Meet

Comments:

Please include integration of technology FBishop, ISBE: Insufficient detail:(Revised 5/2/11) • Strategies and activities do not align or support Curriculum integration section • Does not address technology integration into curriculum. • Focus only on technical training • Not supported by data analysis • Do not address an identified area of need

Part D. Parent/Community Involvement

Meets Does Not Meet

Comments:

FBishop, ISBE: Will parents be trained on how to utilize the information available them through information technology listed to support the educational process and help their child succeed in school?

Part E. Technology Deployment

Meets Does Not Meet

Comments:

Part F. Monitoring

Meets Does Not Meet

Comments:

Section III: Plan Development, Review, and Implementation

Requirements

Part A. Stakeholder Involvement

Part B. Internet Safety Policy

Meets Does Not Meet

Comments:

FBishop, ISBE: C&I: Monitoring Tools: Include state and national assessments referenced in your goals.

ISBE Review

Approved Revisions Needed Not Approved

Comments:

4/8/2011 FBishop: Based upon a peer panel review of your plan, the Illinois State Board of Education finds this plan to be in need of revision. Please note the comments above regarding necessary corrections and/or actions. Contact your Learning Technology Director for technical assistance regarding revisions prior to resubmitting the plan. Plans must be resubmitted within 45 calendar days. 5/25/2011 FBishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan.