

District Information

District Name:	PAXTON-BUCKLEY-LODA CUD 10	District Address:	PO BOX 50
City/State/Zip:	PAXTON,IL,60957	RCDT Number:	090270100260000
Superintendent:	CLIFFORD MCCLURE	Superintendent Email*:	cmclure@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

Original Submission: Yes

Ammended Submission: No

Annual Review

The plan was reviewed and evaluated on:

Mid Course Correction:

Mid course correction was needed? No

Vision Statement

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

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

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.

In looking towards our future, the PBL CUSD #10 community will continue to explore and adopt new technologies that will support the educational process as reflected by our school improvement plans. We must keep in mind that funding, demographics, and community growth help shape our vision and goals.

**Section I A. Data & Analysis — Report Card Data
Item 1— 2007 AYP Report**

Is this District making Adequate Yearly Progress (AYP)?					Yes			Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?					Yes	
Is this District making AYP in Reading?					Yes			Is this District making AYP in Mathematics?					Yes	
2007-08 Federal Improvement Status					district improvement			2007-08 State Improvement Status					academic early warning	
	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	72.4		Yes	84.9		Yes	93.6	Yes	87.7	Yes
White	100.0	Yes	100.0	Yes	72.8		Yes	85.5		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multicultural/Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	29.9	28.7	Yes	41.8	41.5	Yes	93.4		81.0	
Economically Disadvantaged	100.0	Yes	100.0	Yes	61.9		Yes	79.4		Yes				
Four Conditions Are Required For Making Adequate Yearly Progress														

<p>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. %, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.</p> <p>2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***</p> <p>3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.</p> <p>4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.</p>	<p>*** Safe Harbor Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups 45 or more.</p> <p>Another way to make AYP is through the 'safe harbor' calculation, which applies to student subgroups only. A school has made 'safe harbor' if for any subgroup it can reduce the performance gap (the difference between the percentage meets & exceeds from the prior year and 100%) by 10%.</p> <p>For example, what does a school achieving 20% meets & exceeds for a subgroup last year need to achieve this year in order to make safe harbor? Step ONE: $(100 - 20) = 80\%$ (performance gap) Step TWO: $(10\% * 80) = 8\%$ Step THREE: $20\% + 8\% = 28\%$ Safe Harbor Target = 28%</p> <p>In this case, a school that makes at least 28% meets & exceeds is making AYP under 'safe harbor' even if it did not achieve the mandated 47.5%. 'Safe harbor', in other words, gives credit for improvement.</p>
<p>* Includes only students enrolled as of 5/01/2006. ** Safe Harbor Targets of 55.0% or above are not printed. *** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.</p>	

**Section I A. Data & Analysis — Report Card Data
Item 2 —2007 AMAO Report**

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

Basic Information	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Attendance rate (%)	94	94.4	94.6	94.2	94.3	93.6
Truancy rate (%)	1.8	0.5	1.4	0.7	0.8	1.1
Mobility rate (%)	13.6	9.7	9.6	9	11.6	11.3
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	84.6	85.2	86.7	85.7	82.9	87.7
HS dropout rate, if applicable (%)	3.5	3.9	4	4.2	3	4.1
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
District Population (#)	1426	1411	1458	1485	1500	1527
Economically disadvantaged (%)	22.3	24.9	24.1	28.7	29.2	29.7

Basic Information	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Limited English proficient (LEP) (%)	0.6	0	0.3	0.2	0.2	0.1
Students with disabilities (%)						
White, non-Hispanic (%)	97.6	98	97.4	96.8	96.7	95.2
Black, non-Hispanic (%)	0.5	0.4	0.3	0.1	0.3	0.5
Hispanic (%)	1.6	1.3	2.1	2.2	1.9	2.5
Native American or Alaskan Native (%)	0	0.1	0.1	0	0	0
Asian/Pacific Islander (%)	0.3	0.2	0.1	0.1	0.1	0.1

**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	1999	98.5	0.4	0.8	0.2	0.1	
	2000	98.7	0.3	0.8	0.2	0.0	
	2001	98.0	0.4	1.5	0.1	0.0	
	2002	97.6	0.5	1.6	0.3	0.0	
	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	0.7
	2006	96.7	0.3	1.9	0.1	0.0	0.9
	2007	95.2	0.5	2.5	0.1	0.0	1.7
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	
	2000	61.1	20.9	14.6	3.3	0.2	
	2001	60.1	20.9	15.4	3.4	0.2	
	2002	59.3	20.8	16.2	3.5	0.2	
	2003	58.6	20.7	17.0	3.6	0.2	
	2004	57.7	20.8	17.7	3.6	0.2	
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

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

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
D I S T R I C T	1999	0.1	23.0	92.0	94.4	13.7	17.0	1.2	4.7	90.1
	2000	0.0	22.5	92.6	94.6	12.5	21.0	1.5	5.6	86.7
	2001	0.8	18.1	82.1	94.2	9.9	37.0	2.6	4.6	90.1
	2002	0.6	22.3	87.5	94.0	13.6	25.0	1.8	3.5	84.6
	2003	0.0	24.9	87.1	94.4	9.7	7.0	0.5	3.9	85.2
	2004	0.3	24.1	88.1	94.6	9.6	20.0	1.4	4.0	86.7
	2005	0.2	28.7	89.4	94.2	9.0	10.0	0.7	4.2	85.7
	2006	0.2	29.2	90.2	94.3	11.6	12.0	0.8	3.0	82.9
	2007	0.1	29.7	87.7	93.6	11.3	17.0	1.1	4.1	87.7
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43332.0	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45109.0	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49056.0	2.5	3.5	85.9

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

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
D I S T R I C T	1999	1458.0						
	2000	1442.0						
	2001	1450.0	101.0	103.0	109.0	103.0	116.0	114.0
	2002	1426.0	103.0	97.0	98.0	119.0	102.0	111.0
	2003	1411.0	102.0	109.0	97.0	115.0	107.0	120.0
	2004	1458.0	112.0	104.0	110.0	110.0	114.0	121.0
	2005	1485.0	101.0	119.0	106.0	104.0	115.0	100.0
	2006	1500.0	101.0	104.0	113.0	119.0	111.0	110.0
	2007	1527.0	103.0	106.0	103.0	115.0	109.0	118.0

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S T A T E	1999	1962026.0						
	2000	1983991.0						
	2001	2007170.0	164791.0	161546.0	162001.0	151270.0	148194.0	123816.0
	2002	2029821.0						
	2003	2044539.0						
	2004	2060048.0						
	2005	2062912.0						
	2006	2075277.0	136123.0	139619.0	146935.0	153566.0	154856.0	
2007	2077856.0							

**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 (High School)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	1999	86.0	18.1	41907.0	76.0	24.0	17.5	16.5		
	2000	87.0	18.2	45794.0	76.5	23.5	17.6	15.0		
	2001	84.0	18.7	46338.0	76.8	23.2	18.6	15.5		
	2002	89.0	17.0	46171.0	77.1	22.9	17.4	14.3	0.0	0.0
	2003	100.0	17.5	47496.0	74.5	25.5	18.1	13.5	0.0	0.0
	2004	101.0	17.8	47732.0	74.4	25.6	18.1	15.3	0.0	0.0
	2005	97.0	18.4	49900.0	71.5	28.5	19.6	15.2	0.0	0.0
	2006	97.0	17.2	49513.0	70.9	29.1	20.1	15.9	0.0	0.0
2007	98.0	16.8	49245.0	70.1	29.9	19.5	16.2	0.0	0.0	
S T A T E	1999	119718.0	15.0	45337.0	53.1	46.7	19.6	18.1		
	2000	122671.0	14.8	45766.0	53.2	46.6	19.3	18.1		
	2001	125735.0	14.5	47929.0	53.8	46.0	19.1	18.0		
	2002	126544.0	14.2	49702.0	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129068.0	13.9	51672.0	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125702.0	13.8	54446.0	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128079.0	13.6	55558.0	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127010.0	13.0	56685.0	49.3	50.6	19.1	18.9	1.6	1.4
2007	127010.0	12.9	58275.0	47.6	52.3	18.8	18.8	1.5	3.2	

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

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2003-2007												
Groups	GR3 Reading				GR5 Reading				GR8 Reading			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0
All	76.3	82.7	75	66.3	59	68.7	71.4	75	68.1	76.4	73	71.3
White	75.7	83.2	75.6	68.1	59.7	69.8	70.4	76	68.3	77.7	73.4	70.7
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	0	23.1	12.5	33.3	14.3	21.4	21.4	7.1	16	36.8	22.2	33.3
Economically Disadvantaged	66.7	80	72.4	44	50	41.4	70.4	64.7	52	58.6	63.6	75
ISAT - % Meets + Exceeds for Reading all Grades 2006-2007												
Groups	GR3		GR4		GR5		GR6		GR7		GR8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
AYP Benchmark % Meets + Exceeds	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0
All	75	66.3	74.5	88.1	71.4	75	73.8	70.6	74.6	74.1	73	71.3
White	75.6	68.1	74.7	90.1	70.4	76	73.8	69.5	74.3	73.9	73.4	70.7
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	12.5	33.3	7.7	0	21.4	7.1	20	8.3	25	15.4	22.2	33.3
Economically Disadvantaged	72.4	44	58	79	70.4	64.7	61.5	65.7	66.6	53.3	63.6	75
PSAE - % Meets + Exceeds Reading grade 11												
Groups	2003-2004		2004-2005		2005-2006		2006-2007					
AYP Benchmark % Meets + Exceeds	40.0		47.5		47.5		55.0					
All	62		61.7		58.7		65					
White	61.9		61.3		59.8		65.4					

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2003-2007				
Black	0	0	0	0
Hispanic	0	0	0	0
Asian/Pacific Islander	0	0	0	0
Native American	0	0	0	0
Multiracial/Ethnic	0	0	0	0
LEP	0	0	0	0
Students with Disabilities	21.4	5.6	25	50
Economically Disadvantaged	50	52.7	55.6	46.6

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

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2003-2007												
Groups	GR3 Mathematics				GR5 Mathematics				GR8 Mathematics			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0	40.0	47.5	47.5	55.0
All	88.1	89.8	90.4	94.1	70	80.3	80.4	88.2	58.5	71.1	82.9	88
White	87.9	90.5	91.8	95.8	69.7	82.3	79.7	89.7	59.2	71.6	82.6	87.7
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	0	46.2	62.6	73.3	19	35.7	21.4	42.9	8	10	27.8	47.7
Economically Disadvantaged	81.8	86.7	86.2	80	45.4	51.7	77.8	79.4	52	48.3	84.9	85.7

ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007												
Groups	GR3		GR4		GR5		GR6		GR7		GR8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
AYP Benchmark % Meets + Exceeds	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0	47.5	55.0
All	90.4	94.1	86.8	95.2	80.4	88.2	90.7	89.9	77.2	83.6	82.9	88
White	91.8	95.8	87.4	95.1	79.7	89.7	91.3	89.5	77.8	84.7	82.6	87.7
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0	0	0
Multiracial/Ethnic	0	0	0	0	0	0	0	0	0	0	0	0

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2003-2007												
LEP	0	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities	62.6	73.3	30.8	0	21.4	42.9	30	16.7	30	23.1	27.8	47.7
Economically Disadvantaged	86.2	80	77.5	89.5	77.8	79.4	84.6	91.4	60	63.4	84.9	85.7
PSAE - % Meets + Exceeds Mathematics grade 11												
Groups	2003-2004		2004-2005		2005-2006		2006-2007					
AYP Benchmark % Meets + Exceeds	40.0		47.5		47.5		55.0					
All	61.1		55.3		57.7		58.5					
White	61.8		54.9		58.8		59.6					
Black	0		0		0		0					
Hispanic	0		0		0		0					
Asian/Pacific Islander	0		0		0		0					
Native American	0		0		0		0					
Multiracial/Ethnic	0		0		0		0					
LEP	0		0		0		0					
Students with Disabilities	21.4		5.6		16.7		0					
Economically Disadvantaged	55		36.9		50		60					

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 Reading and Math.

72.4% of all students tested meet/exceed in Reading.

84.9% of all students tested meet/exceed in Math.

Students with disabilities at the junior high level are not reaching NCLB benchmarks.

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

The district has a higher percentage of students with IEPs than the state average.

The attendance rate for all students is 93.6%

The district graduation rate is 87.7%

District enrollment has increased by 100 students in the last 6 years.

District poverty level has increased from 22.3% to 29.7% in the last 6 years.

The ethnicity of the district has changed only slightly, with 95.2% White while 4.2% representing Hispanic/Multi Racial.

Teacher experience is an average of 16.8 years.

The average teacher salary is \$49245.

30% of all teachers hold a Master's Degree.

All teachers are highly qualified by NCLB standards.

Average operating expenditure per pupil is \$7991.

The pupil to teacher ratio for elementary levels is 20:1.

The pupil to teacher ratio for high school levels is 16:1

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 objectives 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 higher than normal number of students with IEPs suggest the possibility of over identification 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 student achievement.*

The district is looking a 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 is in the 3^d year of aligning its entire curriculum, using technology to enhance this program. A new reading program has been adopted by the elementary buildings, which require increased use of technology. The district is also rapidly moving to the inclusion model for students with disabilities as well as RTI.

Section I B. Data & Analysis — Local Assessment Data

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

Teacher Survey of Professional Development Survey - 10/07
Technology Academy Survey - 8/07
Faculty Survey of Curriculum Mapper Activities - 2/15
Parent Survey - 5/07
School Report Card
Website Statistics

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

All faculty are highly qualified.
All faculty use email and each have access to internet.
Librarians encourage the use of online reference materials, with increased usage seen of over 45% in the last year with Worldbook Online.
Over 40% of faculty members have their own website for homework and general announcements.
Online grading is in the initial stages of being introduced in the district.
30 Faculty members participated in the annual Technology Academy.
All administrators and secretaries use technology regularly, including email, student database, and SWIS.
95% of faculty are using and updating Curriculum Mapper.
90% of faculty understand the importance of Curriculum Alignment to the State Standards.
Faculty professional development has been directed towards curriculum alignment and school improvement.
All aides are highly qualified and receiving professional development training, especially in the area of students with disabilities.
Faculty indicate a need for understanding the RTI model and inclusion model.
Student with disabilities training is ongoing and needed for full inclusion.
As the district's enrollment continues to increase, so has the poverty level.

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

Money is being budgeted from the district level, Title I and Title II for continuing education and professional development, with an emphasis on core curriculum, curriculum alignment, and inclusion.

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

Title II and District funds have been budgeted for an annual Technology Academy, which provides technology training for faculty and staff.

Committees have been formed and meet regularly to implement full inclusion for students with special needs and studying Response to Intervention (RTI).

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

Teacher Survey of Professional Development Survey - 10/07

Technology Academy Survey - 8/07

Student Survey - 5/07

District Audit - 1/08

Title I Survey to State - 10/07

Faculty Survey of Curriculum Mapper Activities - 2/15

Parent Survey - 5/07

School Report Card - 11/07

Website Statistics - 1/08

Firewall Statistics - 1/08

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 Title I 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 for new hires 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.

Faculty website creation has increased almost 50%, with the use of Schoolnotes and TeachersWeb attributed towards that success.

The PBL Education Foundation has recognized a need for new technology equipment and has started a fund drive 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 computer to each student at the high school.

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.

Firewall is becoming too small for current internet use.

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 objectives 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.

The annual Technology Academy provides opportunities for faculty and staff to upgrade their knowledge of technology.

Student/Family use of dependable online resources has significantly increased, with the district using grant funds for Worldbook Online.

Resources need to be allocated for new firewall, especially at junior high/high school due to increased use of internet.

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 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.

Professional development activities are being provided for all faculty and staff that focus on curriculum alignment and students with disabilities, so that the district will meet NCLB standards.

Student use of technology continues to increase, which requires additional resources to update district wide equipment.

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

District Report Card
Teacher Survey of Professional Development Survey - 10/07
Technology Academy Survey - 8/07

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 professional development activities, with emphasis on the use of technology and the inclusion model are being provided.

The district provides opportunities for professional development.

Faculty website creation and usage have increased with participation in the Technology Academy.

Faculty are using Curriculum Mapper to align the districts curriculum.

Teacher experience is an average of 16.8 years.

The average teacher salary is \$49245.

30% of all teacher hold a Master's Degree.

All faculty and parprofessionals are highly qualified.

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 objectives and strategies in this plan.

District and grant funds are used to encourage faculty to participate in professional development.

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 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 student achievement.

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.

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

Parents and Community members are involved with ongoing involvement and evaluation of our programs. These include:

- Parent Surveys - 5/07
- Focus Groups - 3/07
- School Report Cards - 11/07
- School Improvement Plans - 10/07
- Grant Reviews - 5/07
- Curriculum Committees - 1/08
- Assessment Committees - 2/08
- Website Usage Reports - 2/08

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

Parent and Community involvement is a hallmark of the district. Representatives from booster clubs, businesses, the PBL Education Foundation, mentoring supported by Big Brothers/Big Sisters, are all involved in some degree or another with the sharing of time, talent, and treasure.

Over 90% of households have Internet Access.

Many pieces of valuable technology are donated 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 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 as a center of communication.

Parents would like to see online access to their children's grades, homework, and other important information.

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 objectives and strategies in this plan.

The district is focusing on the challenge of working with students with disabilities 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. 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 student achievement.*

Additional resources need to be made available in order to provide online access for student information (grades, attendance, homework, etc.) The district has recently directed its time and resources towards professional development in technology and inclusion so that curriculum alignment and the inclusion model can be successfully implemented into each school.

Section I D. Data & Analysis — Technology Deployment Data

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

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

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.*

375 desktops and laptops in the district.

Approximately 25% of all desktops are over 5 years old.

6 networked copy machines.

15 network laser printers.

Each building is wired with Cat 5.

Wireless connectivity is available in each building.

New Smart boards, along with multimedia carts are currently being purchased by the Education Foundation

6 labs use HiShare and Microsoft Steady State.

SonicWalls connect each attendance center via fiberoptics.

Content Filtering is managed through Sonicwall.

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

Windows 2000 and 2003 are file server operating systems.

The district administers its own email and website.

2 labs still run Windows 98 and will soon be replaced.

All district workstations and laptops use Window XP

Open Source software is being used for virus protection and office procedures.

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

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 objectives and strategies in this plan.*

Limited district financial resources hamper the ability to upgrade hardware.

The PBL Education Foundation is purchasing Smart Boards and Multimedia carts with all necessary equipment to be used in each building.

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

The firewall is becoming outdated and will be replaced, thus bringing some savings to the district as it will reduce virus protection costs

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 labs at Clara Peterson and Eastlawn need to be upgraded with new computers and peripherals.

In order to maintain adequate, high speed connectivity, the firewalls will need to be replaced with the use of district funds.

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.

District Information

Number	Item
1527	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
115	Number of Teachers (FTE - this does not include teacher aides)
8	Number of Administrators
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
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

Internet Access

Location	Type	Number of Rooms
Instructional Classroom	10 mg Ethernet	0
	100+ mg Ethernet	125
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Dedicated Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	7
	Dedicated Cable	0
	DSL	0
	Wireless	2
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Media Center/Library	10 mg Ethernet	0
	100+ mg Ethernet	4
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Mobile Computer Lab	10 mg Ethernet	0
	100+ mg Ethernet	0
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Administrative Offices	10 mg Ethernet	0
	100+ mg Ethernet	5
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0
Teacher Offices	10 mg Ethernet	0
	100+ mg Ethernet	30
	Dedicated Cable	0
	DSL	0
	Wireless	0
	Other (Dial-up modem, etc.)	0
	None (no internet access)	0

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

Computer Inventory

Desktop computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Computer Lab	Under 2 years	31	0	31	31	0	31	0	0	0	0	0	0
	2-5 years	133	0	133	133	0	133	0	0	0	0	0	0
	5+ years	49	0	49	49	0	49	0	0	0	0	0	0
Media Center/Library	Under 2 years	22	0	22	22	0	22	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
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
Administrative Offices	Under 2 years	7	0	7	7	0	7	0	0	0	0	0	0
	2-5 years	16	0	16	16	0	16	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	51	0	51	51	0	51	0	0	0	0	0	0
	5+ years	51	0	51	51	0	51	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

Computer Inventory

Laptop computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
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
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
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
Administrative Offices	Under 2 years	5	0	5	5	0	5	0	0	0	0	0	0
	2-5 years	5	0	5	5	0	5	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Offices	Under 2 years	2	0	2	2	0	2	0	0	0	0	0	0
	2-5 years	8	0	8	8	0	8	0	0	0	0	0	0
	5+ years	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

Computer Inventory

Tablet computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
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
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
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

Tablet computers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
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
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
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

Computer Inventory

Servers													
		Total Desktop			High Speed Access 56k			Low Speed Access < 56k			No Internet Access		
Location	Computer Age	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total	PC	Mac	Total
Instructional Classroom	Under 2 years	0	0	0	0	0	0	0	0	0	0	0	0
	2-5 years	0	0	0	0	0	0	0	0	0	0	0	0
	5+ years	0	0	0	0	0	0	0	0	0	0	0	0
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
Media Center/Library	Under 2 years	2	0	2	2	0	2	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
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
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
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
Other Locations	Under 2 years	1	0	1	1	0	1	0	0	0	0	0	0
	2-5 years	4	0	4	4	0	4	0	0	0	0	0	0
	5+ years	1	0	1	1	0	1	0	0	0	0	0	0

Operating Systems

PC		
Location	Operating System	Number
Instructional Classroom	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Dedicated Computer Lab	Windows Vista	0
	Windows XP (any version)	164
	Windows 2000 (any version)	0
	Windows 98	49
	Windows 95	0
	Other PC	0
Media Center/Library	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Mobile Computer Lab	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Administrative Offices	Windows Vista	1
	Windows XP (any version)	23
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Teacher Offices	Windows Vista	0
	Windows XP (any version)	102
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0
	Other PC	0
Other Locations	Windows Vista	0
	Windows XP (any version)	0
	Windows 2000 (any version)	0
	Windows 98	0
	Windows 95	0

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Technology Integration Plan

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	Other PC	0
Macintosh		
Location	Operating System	Number
Instructional Classroom	MAC System 10.x	0
	MAC System 9.x	0
	MAC System 8.x	0
	MAC System 7.x	0
	Other MAC	0
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
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
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
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
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
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
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

Network Equipment

Location	Equipment	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	8
	Routers	0
	Switches	0
	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	0
	Wireless Access Points	0
	Firewall	0

Location	Equipment	Number
	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	21
	Routers	0
	Switches	3
	Wireless Access Points	14
	Firewall	3
	Spam Filter	1
	Content Filter	3
	Intrusion Detector	3

Licensed Software

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

Inventory of Other Technologies

Technology Type	Instructional	Administrative	Total
Networked Printers	20	6	26
Stand-alone Printers	0	6	6
Scanners	6	2	8
Digital Cameras	10	2	12
Camcorders/Movie Cameras	0	0	0
Satellite Dishes	0	0	0
Televisions	0	0	0
Video Microscopes	0	0	0
LCD Panels/Projection Devices	10	1	11
Fax Machines	0	5	5
Graphing Calculators	0	0	0
PDAs	0	0	0
Assistive/Adaptive Devices	0	0	0
GPS Devices	0	0	0
Science Probeware	0	0	0
Modems (below 28.8 kbps)	0	0	0
Modems (28.8 kbps or above)	0	0	0
Electronic Whiteboards	5	0	5
Whiteboard Capture Devices	0	0	0
Document Cameras	0	0	0
MP3 Players	0	0	0

Telecommunications

Telecommunication Type	Instructional	Administrative	Total
Landline Service (How many phone numbers - this should reflect phone service put into the E-Rate 471 application, and Blackberries)	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
Classrooms with Telephones			
	Number		
Classrooms with telephones	125		

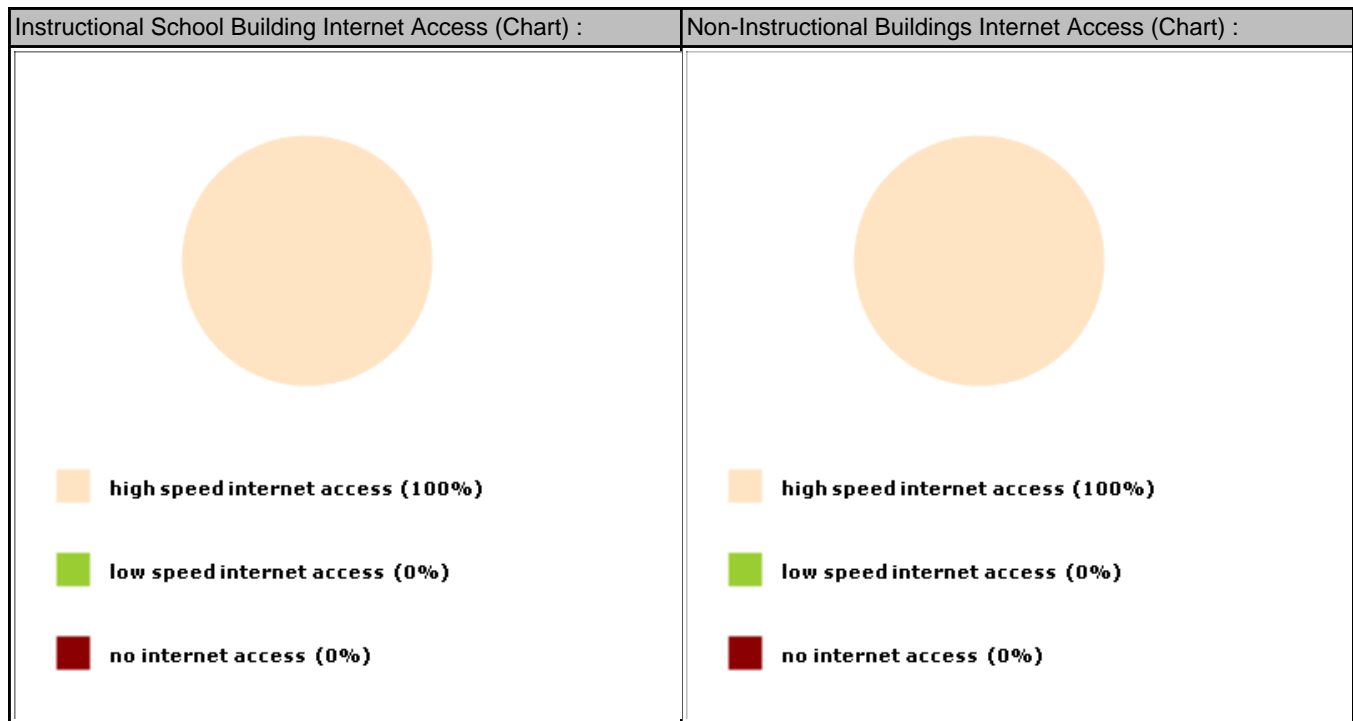
Distance Learning

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			
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
1527	0	115	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



Total Desktop Computers														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/ Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers	0	0	213	0	22	0	0	0	23	0	102	0	0	0
Desktops	0	0	213	0	22	0	0	0	23	0	102	0	0	0
Laptops	0	0	0	0	0	0	0	0	10	0	10	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	2	0	0	0	0	0	0	0	6	0
	0	0	213	0	24	0	0	0	33	0	112	0	6	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	0		213		24		0		33		112		6	
Students per Computer													3.94	

Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/ Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers	0	0	213	0	22	0	0	0	23	0	102	0	0	0
Desktops	0	0	213	0	22	0	0	0	23	0	102	0	0	0
Laptops	0	0	0	0	0	0	0	0	10	0	10	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	2	0	0	0	0	0	0	0	6	0
	0	0	213	0	24	0	0	0	33	0	112	0	6	0

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Technology Integration Plan

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Computers with High Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers														
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		213		24		0		33		112		6	
Students per Computer													3.94	

Computers with Low Speed Internet Access:														
Type and Location	Classrooms Instructional		Dedicated Computer Lab		Media Center/Library		Mobile Computer Lab		Administrative Offices		Teachers Offices		Other Locations	
	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac	PC	Mac
Computers														
Desktops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laptops	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tablets	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Servers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Computers in Each Location	Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac		Combined PC and Mac	
	0		0		0		0		0		0		0	
Students per Computer													0	

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

Computer Ages								
Number of desktop computers under 2 years old	Number of laptop computers under 2 years old	Number of tablet PCs under 2 years old	Number of desktop computers 2 - 5 years old	Number of laptop computers 2 - 5 years old	Number of tablet PCs 2 - 5 years old	Number of desktop computers older than 5 years	Number of laptop computers older than 5 years	Number of tablet PCs older than 5 years
60	7	0	200	13	0	100	0	0

Internet Access	
Number of Rooms	Type
0	10 mg Ethernet
171	100+ mg Ethernet
0	Dedicated Cable
0	DSL
2	Wireless
0	Other (Dial-up modem, etc.)
0	None (no internet access)

Number of Rooms	Type
1	Windows Vista
289	Windows XP (any version)
0	Windows 2000 (any version)
49	Windows 98
0	Windows 95
0	Other PC
0	MAC System 10.x
0	MAC System 9.x
0	MAC System 8.x
0	MAC System 7.x
0	Other MAC

Other Technologies	
Total	Type
26	Number of Networked Printers
6	Number of Stand-alone Printers
8	Number of Scanners
12	Number of Digital Cameras
0	Number of Camcorders/Movie Cameras
0	Number of Satellite Dishes
0	Number of Televisions
0	Number of Video Microscopes
11	Number of LCD Panels/Projection Devices
5	Number of Fax Machines
0	Number of Graphing Calculators
0	Number of PDAs
0	Number of Assistive/Adaptive Devices
0	Number of GPS Devices
0	Number of Science Probeware

Other Technologies	
Total	Type
0	Number of Modems (below 28.8 kbps)
0	Number of Modems (28.8 kbps or above)
5	Number of Electronic Whiteboards
0	Number of Whiteboard Capture Devices
0	Number of Document Cameras
0	Number of MP3 Players

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

Section I E. Data & Analysis — Meta Analysis

S.M.A.R.T. Goal(s) - Drawing on the above conclusions, define your **S.M.A.R.T. (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 with disabilities in the in the PBL district will increase their ISAT performance from 40% to 62.5% by the end of the 2008-09 school year.

Goal 1 for Phase I : 2008-2009												
Students with disabilities in the in the PBL district will increase their ISAT performance from their current level to the level set by NCLB legislation by the end of the 2008-09 school year.												
Section II B. Action Plan — Curriculum and Instruction												
Strategy1												
Teachers will align curriculum and be provided time to conduct this activity.												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Curriculum Mapper	07/01/2008	06/30/2009	5000	0			0	0	0	0	0	5000
Strategy2												

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0
Strategy3												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			0	0			0	0	0	0	0	0
Section II C. Action Plan — Professional Development												
Strategy1												
Faculty will participate in Inclusion & RTI professional development opportunities												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Workshops, seminars, classes	07/01/2008	06/30/2009	20000	5000			0	0	0	0	0	15000
Strategy2												
Professional Development for Technology												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Annual Tech Academy	08/01/2008	08/15/2008	4000	2000			0	0	0	0	0	2000
Strategy3												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
			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)												
Strategy1												

A new student management application will be adopted for parent community access to student information.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Focus group assembled to select and implement new student management program.	07/01/2008	06/30/2009	35000	35000			0	0	0	0	0	0

Strategy2

Provide reliable home/school online resources

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Worldbook Online	07/01/2008	06/30/2009	850	0			0	850	0	0	0	0

Strategy3

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

Section II E. Action Plan — Technology Deployment

Strategy1

Provide updated equipment for data access.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Replace outdated lab at Eastlawn.	07/01/2008	08/01/2008	25000	10000	0	D	0	0	0	0	15000	0

Strategy2

Smartboards and multimedia carts

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Purchase new equipment	07/01/2008	06/30/2009	30000	0	0	D	0	0	0	0	0	30000

Strategy3

Maintain and Upgrade Internet Access, Phone Service, and Upgrade all inclusive firewalls.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Maintain Internet service.	07/01/2008	06/30/2009	5400	2322	3078	R	0	0	0	0	0	0
Maintain Phone Service	07/01/2008	06/30/2009	16800	7224	9576	R	0	0	0	0	0	0
Upgrade all inclusive firewalls	07/01/2008	08/01/2008	5000	5000	0	R	0	0	0	0	0	0

Goal 1 for Phase II : 2009-2010

Students with disabilities in the in the PBL district will increase their ISAT performance from their current level to the level set by NCLB legislation by the end of the 2009-10 school year.

Section II B. Action Plan — Curriculum and Instruction

Strategy1

Teachers will align curriculum and be provided time to conduct this activity.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Curriculum Mapper	07/01/2009	06/30/2010	5000	2000			0	0	0	0	0	3000

Strategy2

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

Strategy3

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

Section II C. Action Plan — Professional Development

Strategy1

Faculty will participate in Inclusion & RTI professional development opportunities

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Workshops, Seminars, Classes	07/01/2009	06/30/2010	20000	5000			0	0	0	0	0	15000

Strategy2

Professional Development for Technology

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Annual Tech Academy	08/03/2009	08/13/2010	4000	2000			0	0	0	0	0	2000

Strategy3

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

Strategy1

The student management application will be maintained and evaluated for parent community access to student information.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Committee to evaluate use, with district continuing to maintain the service.	07/01/2009	06/30/2010	10000	10000			0	0	0	0	0	0

Strategy2

Provide reliable home/school online resources

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Worldbook Online	07/01/2009	06/30/2010	850	0			0	850	0	0	0	0

Strategy3

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

Section II E. Action Plan — Technology Deployment

Strategy1

Provide updated equipment for data access.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Replace and update lab at Clara Peterson.	07/01/2009	07/31/2009	20000	10000	0	D	0	0	0	0	0	10000

Strategy2

Integrate new mobile lab into high school.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Purchase mobile lab.	07/01/2009	07/31/2009	30000	0	0	D	0	0	0	0	0	30000

Strategy3

Maintain and Upgrade Internet Access and Phone Service.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Maintain Internet	07/01/2009	06/30/2010	5400	2322	3078	R	0	0	0	0	0	0
Maintain Phone Service	07/01/2009	06/30/2010	16800	7224	9576	R	0	0	0	0	0	0

Goal 1 for Phase III : 2010-2011

Students with disabilities in the in the PBL district will increase their ISAT performance from their current level to the level set by NCLB legislation by the end of the 2010-11 school year.

Section II B. Action Plan — Curriculum and Instruction

Strategy1

Teachers will align curriculum and be provided time to conduct this activity.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Curriculum Mappers	07/01/2010	06/30/2011	5000	2000			0	0	0	0	0	3000

Strategy2

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

Strategy3

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

Section II C. Action Plan — Professional Development

Strategy1

Faculty will participate in Inclusion & RTI professional development opportunities

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Workshops, seminars, classes	07/01/2010	06/30/2011	20000	5000			0	0	0	0	0	15000

Strategy2

Professional Development for Technology

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Annual Tech Academy	08/02/2010	08/13/2010	4000	2000			0	0	0	0	0	2000

Strategy3

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

Strategy1

The student management application will be maintained and evaluated for parent community access to student information.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Committee to evaluate use, with district continuing to maintain the service.	07/01/2010	06/30/2011	10000	10000			0	0	0	0	0	0

Strategy2

Strategy2

Provide reliable home/school online resources

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Worldbook Online	07/01/2010	06/30/2011	850	0			0	850	0	0	0	0

Strategy3

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

Section II E. Action Plan — Technology Deployment

Strategy1

Provide updated equipment for data access and sharing.

Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Continue to update district workstations and file servers.	07/01/2010	06/30/2011	30000	30000	0	D	0	0	0	0	0	0

Strategy2

Integrate new mobile lab into junior high school.												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Purchase new lab.	07/01/2010	06/30/2010	30000	0	0	D	0	0	0	0	0	30000
Strategy3												
Maintain and Upgrade Internet Access and Phone Service.												
Activities	StartDate	EndDate	Total	District	E-Rate	R or D	Title I-A	Title II-D	Title III-D	Title IV	Title V	Other
Maintain Internet	07/01/2010	06/30/2011	5400	2322	3078	R	0	0	0	0	0	0
Maintain Phone Service	07/01/2010	06/30/2011	16800	7224	9576	R	0	0	0	0	0	0

Section II - Action Plan
Phase I F. Action Plan - Monitoring Prompt

ISBE Report Cards and ISAT/PSAE test results will indicate whether we have achieved our goal of students with disabilities reaching NCLB standards.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Review and monitor Curriculum Mapper Activities.	Faculty/Staff have successfully mapped assigned areas of the curriculum.	Quarterly	Each Building Principal. Eshleman, Tighe, Graham, Rawdin.
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, Rawdin, Harber, McClure
P/C Strategy	Successful selection of student management program.	Installation and use of new student management program.	Annually	Technology Coordinator, Brehm
Tech D Strategy	Technology Inventory Spreadsheet	Successful purchase, installation, and implementation of new equipment.	Annually	Technology Coordinator, Brehm

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

ISBE Report Cards and ISAT/PSAE test results will indicate whether we have achieved our goal of students with disabilities reaching NCLB standards.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Review and monitor Curriculum Mapper Activities.	Faculty/Staff have successfully mapped and updated assigned areas of the curriculum.	Quarterly	Each Building Principal. Eshleman, Tighe, Graham, Rawdin.
PD Strategy	Transcripts, Evaluation Forms, and Signin logs to workshops.	Successful completion of courses and other activities.	Upon completion of each activity.	Each Building Principal, Curriculum Coordinator, Superintendent. Eshleman, Tighe, Graham, Rawdin, Harber, McClure
P/C Strategy	Continued use of student management program by reviewing generated stats from its use.	Increase in use by parents of the student management information available to them.	Annually	Technology Coordinator, Brehm
Tech D Strategy	Technology Inventory Spreadsheet	Successful purchase, installation, and implementation of new equipment.	Annually	Technology Coordinator, Brehm

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

ISBE Report Cards and ISAT/PSAE test results will indicate whether we have achieved our goal of students with disabilities reaching NCLB standards.

	Monitoring Tools	Progress Indicators	Evaluation Frequency	Person(s) Responsible
C & I Strategy	Review and monitor Curriculum Mapper Activities.	Faculty/Staff have successfully mapped and updated assigned areas of the curriculum.	Quarterly	Each Building Principal. Eshleman, Tighe, Graham, Rawdin.
PD Strategy	Transcripts, Evaluation Forms, and Signin logs to workshops.	Successful completion of courses and other activities.	Upon completion of each activity.	Each Building Principal, Curriculum Coordinator, Superintendent. Eshleman, Tighe, Graham, Rawdin, Harber, McClure
P/C Strategy	Continued use of student management program by reviewing generated stats from its use.	Increase in use by parents of the student management information available to them.	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-II-III -Budget Summary									
Phase I 2008 -2009	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
Students with disabilities in the in the PBL district will increase their ISAT performance from their current level to the level set by NCLB legislation by the end of the 2008-09 school year.	147050	66546	12654	0	850	0	0	15000	52000
Total Budget for Phase I - 2008-2009	147050	66546	12654	0	850	0	0	15000	52000
Phase II 2009 -2010	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
Students with disabilities in the in the PBL district will increase their ISAT performance from their current level to the level set by NCLB legislation by the end of the 2009-10 school year.	112050	38546	12654	0	850	0	0	0	60000
Total Budget for Phase II - 2009-2010	112050	38546	12654	0	850	0	0	0	60000
Phase III 2010 -2011	Budget & Funding Sources								
Goals	Total	District	E-Rate	Title I-A	Title II-A	Title III-D	Title IV-D	Title V-A	Other
Students with disabilities in the in the PBL district will increase their ISAT performance from their current level to the level set by NCLB legislation by the end of the 2010-11 school year.	122050	58546	12654	0	850	0	0	0	50000
Total Budget for Phase III - 2010-2011	122050	58546	12654	0	850	0	0	0	50000
Total Budget for Phases I, II, and III - 2008-2011	381150	163638	37962	0	2550	0	0	15000	162000

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

Peer Review Feedback Form

District Name: PAXTON-BUCKLEY-LODA CUD 10	RCDT #: 090270100260000
Original Submission: Yes	Approval Date: 04/14/2008
School Years Covered by Plan:	Plan Expiration Date: 06/30/2011
2008-2009:Yes 2009-2010:Yes 2010-2011:Yes	
Section Used for Mid-Course Correction Only	
Mid-Course Correction(MCC): No	Date Peer Reviewed: 04/08/2008
Date of Annual Review Leading to MCC:	Approval Date of MCC:
Preliminary Information	Requirements
All Required Identifying District Information is Complete. Vision Statement is Included and Meets Requirements.	Meets
Comments:	
Section I: Data and Analysis	Requirements
Data Collection & Information Part A. Illinois School Report Card Data Part B. Local Assessment Data (as available) Part C. Other Data -- Item 1,2 & 3 Part D. Technology Deployment Part E. Data & Analysis - (Meta-Analysis)	Meets
Comments:	
Section II: Action Plan	Requirements
Part A. Overall Review of Action Plan A.1 Goals A.2 Strategies and Activities A.3 Budget	Meets
Comments:	
	Requirements
Part B. Curriculum Integration Strategies and Activities	Meets
Comments:	
	Requirements
Part C. Professional Development Strategies and Activities	Meets
Comments:	
	Requirements
Part D. Parent/Community Involvement	Meets
Comments:	

	Requirements
Part E. Technology Deployment	Meets
Comments:	
	Requirements
Part F. Monitoring	Meets
Comments:	
Section III: Plan Development, Review, and Implementation	Requirements
Part A. Stakeholder Involvement Part B. Internet Safety Policy	Meets
Comments:	
ISBE Review	
Approved	
Comments:	
4/14/08 Fbishop: Based on a recommendation made by panel reviewers, the Illinois State Board of Education (ISBE) hereby approves your technology plan as submitted.	