

BOARD OF EDUCATION AGENDA

Unified School District #326

March 9, 2015

8:00 p.m.

1. Quorum _____ Members Present: Jeff Hofaker _____
Colby Greving _____ Lynette Stockman _____ Lloyd Schneider _____
Chris Delimont _____ Ryan Grammon _____ Phil Gottstine _____

2. Consent Agenda

- A. APPROVAL OF MINUTES
February 9, 2015 regular meeting
- B. APPROVAL OF PURCHASE ORDERS
- C. APPROVAL OF WARRANTS
- D. ITEMS ADDED TO THE AGENDA
- E. APPROVAL OF AGENDA

Discussion _____

Motion _____ 2nd _____ Action _____

3. Community Presentations (if any)

4. Principal's Report

- A. Personnel Transactions
- B. Cooperative Agreement – Further Discussion
- C. East Building Expense Report
- D. Transportation Fleet Report

Discussion _____

Motion _____ 2nd _____ Action _____

5. Superintendent's Report

- A. Rangeland Fuel Contract
- B. Technology Plan Approval

Discussion _____

Motion _____ 2nd _____ Action _____

6. Personnel (Executive Session)

Discussion _____

Motion _____ 2nd _____ Action _____

7. NCKSEC Report

Discussion: _____

Motion _____ 2nd _____ Action _____

8. Adjournment _____ Time _____

These minutes are not official until voted upon at the next Board of Education meeting.

MINUTES
UNIFIED SCHOOL DISTRICT #326 – LOGAN
MONDAY, February 9, 2015

Logan Unified School District #326 Board of Education, met in regular session to conduct school business. Members present when the meeting was called to order were: Colby Greving, President; Phillip Gottstine, Vice-President; Lynette Stockman, member; Christina Delimont, member; Lloyd Schneider, member and Ryan Grammon, member. Jeff Hofaker was absent.

Officials present: Michael Gower, Superintendent; Kellen Adams, Principal; and Joan Long, Clerk.

Other Interested Persons: Pat Forsberg, Shane DeBoer, Kristi Brown and Jaymi Sporer.

CALL TO ORDER: Colby Greving, President, called the meeting to order at 8:00 p.m.

CONSENT AGENDA: Lynette Stockman moved the consent agenda; minutes of the January 12, 2015, regular meeting; purchase orders, and warrants be approved. Phil Gottstine seconded the motion. Motion carried 6-0.

COMMUNITY PRESENTATIONS: None presented.

PRINCIPAL'S REPORT: Mr. Adams presented personnel transactions effective the end of the 2014-15 school year as follows: resignation from Stacey Hofaker, 4-Year Old Pre-School/Elementary Music instructor; and Stacie DeBoer, Assistant High School Cheerleader Sponsor. Ryan Grammon moved to accept the resignations as presented and Chris Delimont seconded. Motion carried 6-0. Next item discussed was the passing of the high school Cooperative Agreement by Palco's board and the agreement with Palco for continuing the Jr. High boys' football and basketball cooperative. The board was asked to be thinking about cooperative agreements for the 2016/17. Further discussion will be held at the March meeting. The final item discussed was a 5-year plan for capital improvements. Board members were asked to offer suggestions for improvements and to prioritize such items.

SUPERINTENDENT'S REPORT: Phil Gottstine moved to extend the contract for Mike Gower, as Superintendent, through June 30, 2017. Lynette Stockman seconded with motion passing 6-0.

Executive Session: Colby Greving made a motion to go into executive session to discuss personnel for a period of 10 minutes, at 8:28 p.m., to protect the privacy interests of the individual(s) to be discussed. Phil Gottstine seconded. Motion carried 6-0. Mr. Gower was asked to attend the session.

Jaymi Sporer and Kristi Brown left the meeting at 8:28 p.m.

These minutes are not official until voted upon at the next Board of Education meeting.

The board reconvened at 8:38 p.m. A motion to return to executive session for an additional 5 minutes at 8:39 p.m. to protect the privacy interests of the individual(s) to be discussed was made by Colby Greving and seconded by Phil Gottstine. Motion carried 6-0. Mr. Gower and Mr. Adams were asked to attend the session.

The board reconvened at 8:44 p.m. Lynette Stockman made a motion to extend the contract for Kellen Adams, as Principal, through June 30, 2017. Ryan Grammon seconded the motion. Motion carried 6-0. Mr. Gower then informed the board of the current funding cuts, legislature bills to change school board elections to November and activity bus issues. The final item presented to the board was setting a date for the Board Appreciation Dinner. The dinner will be held at Chy's Bar and Grill on May 2, 2015.

EXECUTIVE SESSION: Chris Delimont made a motion to go into executive session to discuss personnel for a period of 10 minutes at 8:55 p.m., to protect the privacy interests of the individual(s) to be discussed. Ryan Grammon seconded the motion. Motion carried 6-0. Mr. Gower and Mr. Adams were asked to attend the session.

The board reconvened at 9:05 p.m. A motion to return to executive session for a period of 5 additional minutes at 9:06 p.m. to discuss personnel to protect the privacy interests of the individual(s) was made by Chris Delimont, seconded by Ryan Grammon. Motion carried 6-0. Mr. Gower and Mr. Adams were asked to attend the session.

The board reconvened at 9:11 p.m. with no action taken.

NCKSEC REPORT: Mr. Adams presented the report submitted by Jeff Hofaker informing the board of the recent meeting he had attended.

ADJOURNMENT: With no further business, President Greving adjourned the meeting at 9:13 p.m.

MINUTES APPROVED:

PRESIDENT _____

MINUTES RECORDED:

CLERK _____

DATE: _____

USD 326 Board of Education Meeting

Principal's Report

March 9, 2015

- A.) Personnel Transactions (See list below).
 - B.) Cooperative Agreement – Further Discussion (See narrative below).
 - C.) Junior High Building Expense Report (See attachment).
 - D.) Transportation Fleet Report (See attachment).
-

A.) **Retirement(s):**

None

Resignation(s):

Kim Woodall – 5-8 ELA Instructor

Kim Woodall – Junior High Co-Head Track Coach

Kim Woodall – Junior High Scholar's Bowl

Desirae Woods – High School Cheerleading

Employment:

None

A motion is required for approval.

B.) Further discussion regarding future cooperative agreements with USD 269-Palco will be held. This is a follow-up from the discussion held during the February 9th BOE meeting. **No motion required.**

C.) A report containing all of the expenses related to the Junior High Building for the current fiscal year is attached. This report was requested during the February 9th BOE meeting. **No motion required.**

D.) A report containing all of the historical information pertaining to the Transportation Department's vehicle fleet is attached. **No motion required.**

Junior High Building (East Campus)

Expenses for fiscal year beginning 7/1/14

	<i>Utilities</i>					<i>Maintenance</i>				<i>Custodial</i>	
	<i>Continum</i>	<i>City</i>	<i>Midwest</i>	<i>Nex-Tech</i>	<i>Prairieland</i>	<i>American Boiler</i>	<i>J&L Plumbing</i>	<i>McDonalds</i>	<i>Tri-Central</i>	<i>Brown</i>	<i>James</i>
<i>July</i>	\$ 95.00	\$ 43.00	\$ 37.00	\$ 36.00	\$ 287.00	\$ 1,661.00	\$ -		\$ 20.00		\$ -
<i>August</i>	\$ -	\$ 44.00	\$ 42.00	\$ 36.00	\$ 287.00		\$ -		\$ -	\$ 101.00	\$ -
<i>September</i>	\$ -	\$ 44.00	\$ 42.00	\$ 36.00	\$ 360.00	\$ 885.00	\$ -		\$ -	\$ 368.00	\$ 141.00
<i>October</i>	\$ -	\$ 44.00	\$ 42.00	\$ 36.00	\$ 330.00		\$ -	\$ 1,645.00	\$ 50.00	\$ 346.00	\$ 546.00
<i>November</i>	\$ -	\$ 46.00	\$ 50.00	\$ 36.00	\$ 437.00		\$ -		\$ 87.00	\$ 342.00	\$ 214.00
<i>December</i>	\$ 25.00	\$ 44.00	\$ 82.00	\$ 36.00	\$ 213.00		\$ 2,710.00		\$ 88.00	\$ 252.00	\$ 136.00
<i>January</i>	\$ 128.00	\$ 60.00	\$ 373.00	\$ 36.00	\$ 266.00		\$ 331.00		\$ 52.00	\$ 298.00	\$ 155.00
<i>February</i>	\$ 1,266.00	\$ 48.00	\$ 163.00	\$ 36.00	\$ 267.00		\$ 116.00		\$ 42.00	\$ 303.00	\$ 227.00
TOTALS	\$ 1,514.00	\$ 373.00	\$ 831.00	\$ 288.00	\$ 2,447.00	\$ 2,546.00	\$ 3,157.00	\$ 1,645.00	\$ 339.00	\$ 2,010.00	\$ 1,419.00

GRAND TOTAL \$ 22,577.00

Miscellaneous

- \$ 520.00 Paint
- \$ 200.00 Western Pest
- \$ 390.00 World Pest
- \$ 276.00 Liab Ins
- \$ 4,622.00 Prop Ins

- \$ 6,008.00

Fleet Report

Bus #	Chasis	Year	Mileage	Description
1	Chevrolet	2000	172,500	Velma's Route - New Motor Summer 2014
3	Chevrolet	1998	190,436	Wes' Route
8	Chev Suburban	1993	169,213	Old red one
11	Bluebird	2004	12,339	Activity Bus
14	Dodge	2001	198,318	Caravan
15	GMC	1995	154,999	Brent's Route
16	Chevrolet	2002	144,347	Suburban - Backup Route
18	Chevrolet	2009	80,918	Suburban
19	International	1995	86,790	Backup Passenger Bus
20	Chevrolet	2012	53,011	Suburban
21	GMC	2013	45,940	Karl's Route
Car	Plymouth	1994	69,994	Special Ed Transportation
Pickup	GMC	2007	92,278	Maintenance Vehicle

Logan School District #326 Technology Plan 2015

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Committee Membership/Stakeholder Representation

The Logan USD #326 Technology Committee was formed in 1997 to establish a district technology plan and to provide a vision for technology throughout the district. This committee shall represent the Board of Education, administration, faculty, staff, students, and community. These interested committee members will serve three-year terms. The goal of this committee will be to provide ongoing technology research, assessment, and planning for the district.

Administration

Mike Gower	Superintendent of Schools
Kellen Adams	PreK-12 Principal

Board Members

Ryan Grammon	Board of Education Member
Lynette Stockman	Board of Education Member

Faculty and Staff

Laura Jansonius	Fourth Grade Teacher
Paul Prewo	5-8 Math Teacher
Jaymi Sporer	Third Grade Teacher
Mark Wildeman	8-12 Science Teacher
Shannon Kats	7-12 Business/Computer Teacher
	Technology Curriculum Coordinator
Becky Pakkebieer	Technology Coordinator

Students

Faith Hofaker	Sophomore
Regan Kats	Junior
Kadee Braun	Senior

Community Members

Nova Bates	Director, Dane G. Hansen Museum
Shari Buss	Customer Service Representative/Teller
	First National Bank and Trust

Parent Members

Shane DeBoer	
Deb Hogan	

Post-secondary Education Member

Kevin Splichal	Instructor, College of Education and Technology
	Fort Hays State University

Logan USD #326 Mission Statement

The mission of Logan USD #326 is to assist all students in becoming respectful, responsible adults—citizens who continue to grow in wisdom and knowledge, exhibit confidence and resourcefulness, and value learning for life. We will accomplish this by providing a secure place where a dedicated, professional staff teaches a challenging but relevant curriculum.

Instructional Technology Vision Statement

The vision of USD #326 is to provide educational excellence in technology by empowering staff and students with the skills they need to achieve success in all areas of this ever-changing society. We will incorporate technology into the educational environment that will provide students with knowledge and creativity, and will promote and encourage problem solving, critical thinking, exploration, and responsibility in the classroom. We will encourage student-centered learning, communication and collaboration, and the development of lifelong learners.

The district will provide access to an equitable distribution of available technologies for all students and staff including hardware, software, and technology integration to improve productivity, and staff will model its appropriate use.

District Summary of Progress

Goal 1: District technology including infrastructure, telecommunications, hardware, software, Internet access, services and resources, support the educational and administrative needs of the district.

Objective: All students and teachers will have adequate access to appropriate district technology.

This goal has been met and is ongoing. USD 326 assesses the implementation of technology for all students and teachers. E-rate and Kan-Ed have provided the necessary support that keeps the district up-to-date on internal connections, Internet access, web hosting, telephone system, cell phone services, and the Interactive Distance Learning classrooms.

USD 326 will continue using the online programs already incorporated into the district such as PowerSchool, KITE assessments, AIMS Web for assessment and monitoring, Renaissance Learning for math and reading instruction, BAIP, Atomic Learning, Acellus and other programs.

Hardware needs are assessed annually. In the last three years, the district purchased 25 new laptops and 30 iPads for the high school, and 1:1 iPads for the Grades K-8. Projectors were mounted in all classrooms, with 7 classrooms also receiving Apple TVs.

The district also implemented the SOCS web-hosting service for the school's web site.

Goal 1: Increase Student Achievement through the effective use of technology.

Objective 1: Students will use online resources and various software programs provided by the district that align with current state standards to impact learning.

Objective 2: Students in Grades 8-10 will take pre and post tests to measure growth in technology.

This goal has been met and will continue to be assessed. During 2013, USD #326 implemented Google accounts for all students and staff in the district, which provides email, online calendar, and Google Docs. The implementation of iPads in the district has also provided a variety of learning apps for students.

Students in Grades K-10 continue to take pre and post tests. In March 2015, Logan Jr/Sr High will become a Microsoft Office certification test center.

Goal 2: Ensure that students are technology literate by the end of the 8th Grade.

Objective 1: Technology Literacy rubrics will be completed and assessed each year for students in PreK-8th grade to ensure that each student joins in technology-related lessons.

This goal is still in progress. These rubrics are still in place, but with a large turnover of staff, the implementation of new technology, and a several class changes, we feel these rubrics need to be realigned. This will be done in the Fall 2015.

Goal 3: Progress is being made toward fully integrating technology into the curriculum.

Objective 1: Teachers will use up-to-date hardware, software, and communication means to empower students as lifelong learners.

Objective 2: Each year, all faculty members will collaborate on a results-based technology goal as part of the School Improvement Plan.

This goal has been met and is on-going. The implementation of Google has greatly enhanced the communication in the district between teachers, students, and parents. Many teachers have turned to Google, Near-pod, Edmodo, Schoology, etc. to manage class assignments. Teachers have also adapted to many changes with the new iPads.

Faculty members continue to include a technology goal as a part of their results-based staff development.

Goal 4: All freshman students will investigate, plan, and present a project that deals with a global issue. The project will incorporate ideas and lessons from many subject areas.

Objective 1: Students will research and discuss a topic, create a chart, write a research paper and create visuals (posters, podcasts, iMovie) that they will present to community members with proper presentation skills.

This goal has been met and will continue. Each year, the faculty meets to discuss a broad topic for the students. Last year, with the suggestion of several community members, the topic was to organize a new business in Logan.

Goal 5: As the Business and Computer Education vocational program moves to Career Pathways, the program will be realigned.

Objective 1: Instruction and skills will be incorporated into the 8th grade class and analyzed annually to ensure 8th Grade Literacy.

This goal has been met and will continue. The district has restructured the daily schedule, thus allowing for one semester of 7th grade computers as well as a semester of 8th grade computer applications. Other curriculum changes will be implemented in accordance with the new Microsoft Office certification.

Technology Needs Assessment

To determine the technology needs of our district, the technology committee surveys all constituents of the school. All certified, non-certified staff members, and students in Grades 3-12 completed an online survey, which was updated in 2013. All parents in the district received written surveys with online survey links, and an online survey link was emailed to each business in the community.

The Technology Committee evaluates survey answers to find qualitative and quantitative data regarding how technology is being used and ways in which it can be further implemented into the district. The committee looks at the survey results and prioritizes a list of all hardware and software needs, which is presented to the Board of Education for end-of-year purchasing.

Comments from surveys also assist the committee in determining what training is needed for students and staff members. These training needs are sent to the local Professional Development Committee to determine the next year's in-services. General technology information is also passed on to all staff to meet their needs.

The following information was summarized from the 2011-14 tech surveys:

3-6 Grade Surveys

98% of students have a computer or mobile device at home with Internet access – 67% say these devices could be used at school. Most use their devices are used for games or fun projects, with 28% using it for schoolwork. 44% of students use devices everyday. 100% of students felt their computer abilities were average or above. 88% visit PowerSchool and 100% visit the school website on a regular basis. All of these numbers are increased since the 2012 Technology plan submission. Overall, the students are enjoying their iPads for learning games and research.

7-12 Grade Surveys

98% of students have a computer or mobile device at home with Internet access, with 80% of students having their own cell phones. 91% could bring their devices to use in school. Across the board, students used word processing, spreadsheet and presentation software more than our last submission, and all were more comfortable with the hardware. Most students still need assistance in following online copyright laws and ethics and how to cite sources.

Logan Business/Community Survey

Twenty-two businesses responded to the online technology survey. Of those, all 22 use computers in their workplace, primarily for email, Internet, word processing and spreadsheets.

60% of businesses look at technology skills when hiring new employees. 50% of those employers do not feel that their employees have adequate computer skills when they are hired. 70% of businesses offer on-the-job training in the technology used in their workplaces, yet 80% also rely on employees to teach themselves through books and tutorials.

Eight businesses felt that new employees also need training in the following: communication and management skills, public relations/customer service, and writing skills. Better math skills and time management were also mentioned.

87% of businesses were aware of the technology used in USD 326, although 40% felt there was not enough communication between the school and the local businesses regarding technology, which is down from 56% last year. Suggestions to improve that communication included students visiting local businesses, and business personnel visiting classrooms to explain the opportunities available in rural communities. Another suggestion was to create an online newsletter.

55% of businesses were interested in attending a PreK-12 Technology Night at the school, with another 41% answering with a maybe.

Parent Survey

Up 34 from the last submission, sixty-six parents responded to the survey with 98% of them having computers at home with Internet access. 79% of parents said their children have access to mobile devices that can be used at school. Close to half of parents felt that the school needed more access to technology for the students.

20% of those responding rarely or never visit the school website or PowerSchool.

When asked how the school website could be utilized more effectively, parents suggested updating information daily, using PowerSchool more to include lunch fees and communication by teachers on students' progress, and adding videos of events that parents can't attend.

45% of parents do not know about the new technology available in our district. 60% of parents would like to know more about how to keep students safe online, with 52% interested in attending a PreK-12 Technology Night at school.

65% of parents feel there is adequate communication between teachers and parents. Parent suggestions to increase communication included emailing school information to parents rather than asking kids to bring it home, asking ALL teachers to communicate with parents, creating a monthly newsletter, and posting student work and activities online.

Other parent suggestions included purchasing 1:1 devices for all students, using online textbooks, keeping technology updated, and to include some non-technology-related education as well.

Grades 7-12, Faculty and Staff Survey

The same survey was given to students in Grades 7-12, faculty and staff. 68% of students were satisfied with the technology at school. 53% are using their gmail accounts everyday, with another 34% using them weekly. 43% communicate regularly with their teachers through email.

Student suggestions included purchasing 1:1 devices for all students.

With the 29 faculty responses received, percentages show a huge increase in the use of technology in the classroom. Teachers wanted to see more training on iPads and Google, which were addressed this year. They also wanted more devices for students to use and projectors in the classroom, both of which were purchased in 2014. They also felt we needed to increase the wireless connectivity throughout the district. Smartboards and updating teacher computers were also suggested.

Technology Enhancements made from Survey Results

The results of the technology surveys for the last three years were analyzed, and several changes in the use of technology were made throughout the district.

USD #326 hired a new principal and a new superintendent in Fall 2013. Both felt a need to upgrade the existing technology within the district for a variety of reasons.

Curriculum

With the implementation of the McRel teacher evaluation system in 2013, teachers were highly encouraged to use more technology in their classrooms. The 1:1 iPad initiative for the K-8 students was monumental in bringing technology into the elementary classrooms. The students use a variety of apps for reading, math, social studies, and science. They also used the iPads for research, educational videos, iBooks, and student projects. Some of these apps include Educreate to synthesize learning, BaiBoard for collaborative projects, Kidblog for communication, and Haiku Deck and Story Creator for multiple subject areas.

Lexia and Lexia Core and TumbleBooks were purchased for K-8 reading strategies, while Go Math was implemented for math. IXL was also incorporated throughout the district. In 2014, the Good Note app was purchased for Grades K-4 for word processing, drawing, etc.

Microsoft Office 2011 was implemented throughout the district, and the Adobe programs of InDesign, PhotoShop and DreamWeaver were upgraded to CS6.

In 2014, with the help of a local grant, new welding equipment was installed in the industrial arts metal shop. A grant also helped to fund the installation of projectors in all classrooms, and

Apple TVs into seven classrooms. This step was monumental in changing the way teachers integrated technology into their curriculums.

Purchasing

In the last three years, several purchases were made to upgrade the technology throughout the district. The high school computer lab was updated with 21" iMacs, thus allowing the older iMacs to be brought to the elementary computer lab as an upgrade. Three new computers were purchased for office staff, and the paras received an upgrade in their laptop computers.

The district file server and content filter were upgraded in 2013. Five new switches were installed in 2014 and additional access points were installed to increase wireless access throughout the school. The school's bandwidth was also upgraded to 50 MB up and down.

New laser printers were purchased for the elementary and high school offices. A poster printer was purchased for the Web and Digital pathway in 2014, and a color laser was set up in the computer lab this year.

Communication

In Fall 2013, the Logan district began using Google for its global email capabilities. All PreK-12 students, faculty, staff, and Board of Education members were given email addresses and Google accounts.

With the help of E-rate, in 2012, Logan began using the Simple Online Communication System (SOCS) as their web host. This year, we have tried to use the website more consistently as a communication tool, offering important information for parents, current events, and photos of student activities. The website provides a link to The Week Ahead, a calendar of the week's activities, and a Google calendar which lists all activities for the school year. The site also provide links to parent and business/community technology surveys.

The district continues to use PowerSchool Premier for student grades and communication between teachers, parents, and students. They also use the ADT Immediate Response Information System (IRIS) to notify parents of emergencies and changes in school schedules.

In Fall 2013, the district updated the cell phone policy to include all mobile devices. Students were encouraged to bring their devices from home and use them in the classroom under teacher supervision.

In Fall 2014, USD 326 implemented Professional Learning Community (PLC) meetings each month where teachers collaborate on necessary information.

Professional Development

With the addition of 1:1 iPads in the elementary, several inservices were geared toward using apps in the classroom. Several teachers in the last two years attended the Kansas State University iPad Academy, and others have attended Smoky Hill workshops. KSU Professor Cyndi Danner-Kuhn has come to Logan several times to work with teachers one-on-one during their planning times.

Members of Fort Hays State University helped to implement Google into the district. They have traveled to Logan several times to provide individual assistance to teachers during planning times. They have also provided email and phone support.

In October 2014, the Logan and Phillipsburg school districts joined forces to provide a cooperative in-service day. Teachers from both schools taught 1-hour sessions ranging from website development to PowerSchool. FHSU personnel also taught Google sessions.

The Career and Technical Education (CTE) teachers attend meetings and conferences throughout the year for their respective pathways.

District Technology Infrastructure Goals and Objectives

Goal 1: District technology including infrastructure, telecommunications, hardware, software, Internet access, services and resources, support the educational and administrative needs of the district.

Objective: All students and teachers will have adequate access to appropriate district technology.

USD 326 will continue to assess and promote the implementation of technology for all students and teachers. **Where possible, E-rate and Kan-Ed provide the necessary support that keeps the district up-to-date on internal connections, Internet access, web hosting, telephone system, cell phone services, and the Interactive Distance Learning (IDL) classrooms.** These programs will continue to be essential to maintain future technology usage in the district. This will become even more imperative as on-line instruction and cloud computing become more prevalent.

USD 326 will continue using the online programs already incorporated into the district such as PowerSchool, KITE assessments, AIMS Web for assessment and monitoring, Renaissance Learning for math and reading instruction, BAIP, Fast ForWord, Atomic Learning, Acellus and other programs. Students will continue to receive courses over the IDL system. Staff and students will continue to expand their use of Google and its services.

Hardware needs will be assessed annually. 100% of the district will have wireless access to the local network and Internet. 100% of students in grades K-12 will have access to a computer lab for use during school hours. Students in Grades K-8 will have access to 1:1 iPads. Students in Grades 9-12 will have access to one laptop cart and one iPad cart, with our goal at the end of school year 2014-15 to establish a 1:1 environment. The vocational classroom will implement new equipment to keep students abreast of the latest technology.

For software, the Logan district is currently in the process of becoming a Microsoft certification and testing center. The district will continue to use SOCS web-hosting services for the school's web site.

Infrastructure Assessment

Each year, USD 326 will verify the effectiveness of the technology used throughout the district. They will analyze technology surveys of all constituents to determine how much the technology is being used by students and teachers in the classroom. These surveys also help to determine technology needs and to assess those tools already in place.

The district will monitor students with the KITE, AIMS Web, and Renaissance Learning programs. They will also look at the usage of Atomic Learning and IDL courses. Teachers will monitor classroom usage and will share student projects using technology.

The district will keep up-to-date on current hardware and software based on available funding. Each year, the district will evaluate surveys and needs, and accommodate as much as funding will allow. They will update the district technology plan as necessary.

Curriculum Integration Goals and Objectives

Goal 1: Increase Student Achievement through the effective use of technology.

Objective 1: Students will use online and district resources that align with current state standards in a 1:1 environment to impact learning.

Goal 2: Ensure that students are technology literate by the end of the 8th Grade.

Objective 1: Students in Grades PreK-8 will measure growth in technology by following district grade level rubrics.

Goal 3: Progress is being made toward fully integrating technology into the curriculum.

Objective 1: Teachers will use up-to-date hardware, software, and communication means to empower students as lifelong learners.

Objective 2: Each year, all faculty members will attend technology training.

Goal 4: All freshman students will investigate, plan, and present a cross-curricular project.

Objective 1: Students will research a relevant topic, use technology skills to collaborate and create an informative presentation for community members.

Goal 5: Students in Career and Technical Education pathways will be involved in student growth measurements.

Objective 1: CTE students will complete the Career Pathways Assessment System (CPASS).

Objective 2: The Microsoft Academy curriculum will be available for students to obtain Microsoft certification.

Objective 3: Instruction and skills will be incorporated into the 8th grade class and analyzed annually to ensure 8th Grade Literacy.

Curriculum Integration Narrative

The teachers of USD 326 work collaboratively to integrate technology in Grades PreK-12. They work closely with the USD 326 Technology Committee to implement current technologies and curriculum development. Teachers are encouraged to bring in new ideas for future purchases.

Students become adept at the available technology in the school by working with age appropriate software at all grade levels.

Accelerated Reader
Accelerated Math
STAR Reading
STAR Math
Math Facts in a Flash
KITE Formative Assessment
AIMS Web Assessments for math and reading
Quizdom
BAIP
Acellus
Fast ForWord

Teachers meet periodically throughout the year to analyze data and assess student improvement.

Logan USD #326 has developed technology rubrics for all students in Grades PreK-8 that are aligned to the Library and Media Technology Standards and benchmarks that were developed using the National Educational Technology Standards for Students (NETS•S) to ensure that students learn from a fluid and continual technology curriculum. Through this process, the students meet their 8th Grade Literacy outcomes.

Students in Grades 8-10 will take pre and post tests to measure growth in technology. Students in Grades 8-12 will also complete Career Pathway competencies to assess their knowledge and skill levels.

Students will use the Internet and research-based strategies during computer classes and in the regular classroom to obtain and organize pertinent information. They then will create a variety of multi-media presentations to exhibit their knowledge and abilities.

Assessing Curriculum Integration

Teachers of USD 326 use technology rubrics in Grades PreK-8. The goal of the rubrics is to document student progress as they develop their technology skills. These standards-based rubrics are completed by the end of the year and act as a pretest for the beginning of the next grade level. All students are examined by the end of 8th Grade to determine 8th Grade Literacy. Teachers and para-professionals provide individual attention to students who need assistance in

all grade levels. With the influx of new technology and of new teachers in the district, these rubrics need to be updated Fall 2015.

The faculty also created a PreK-12 Scope and Sequence, which shows what grade levels technology concepts are introduced and reviewed. The scope and sequence will be re-evaluated and updated to coincide with the rubrics.

As students learn more about technology, teachers incorporate more technology into their lesson plans. Besides using the traditional grading system and rubrics, teachers observe student learning in the classroom and document accordingly. They also promote student projects. They print and evaluate reports from electronic monitoring programs such as STAR Reading and Math, Accelerated Reading and Math, BAIP, AIMS Web, and KITE assessments to find areas of strength and weakness. While this information is critical to assist teachers in the classroom throughout the year, this data is also accumulated and evaluated at the end of the year to create school improvement goals for the following year. These goals often lead to professional development topics for in-services and teacher meetings.

Teachers utilize students' final projects and pre-and post-test scores in computer courses to show student improvement in these areas.

To meet the standards of communication, problem solving, and decision-making, the freshman core teachers created a cross-curricular project where students research a topic, create graphical data, display informational posters, and organize a written report about their topic. All of this information is organized into a multi-media project that is presented to community members. This project will continue for students to learn proper speaking techniques and professionalism for their presentations.

Logan USD 326 continues in Career and Technical Education (CTE) pathways including Family and Community Services, Early Childhood Development and Services, Web and Digital Communication, Comprehensive Agriscience and Agricultural Power Structures. Student skills are assessed on competency profiles created for each class. These are reviewed annually and updated to adhere to new regulations and standards set forth by the programs.

Students, faculty and staff, parents, and business personnel will continue to complete technology surveys to determine purchasing, curriculum, and professional development needs. The Technology Committee meets quarterly to evaluate all issues in technology. They assist in determining district technology needs and make recommendations to the Board of Education.

Technology Professional Development Goals and Objectives

Goal 1: Improve the capacity of teachers to integrate technology effectively into the curriculum and instruction.

Objective 1: Teachers of Logan USD 326 will attend classes, in-services, and workshops geared toward implementing new technologies into their classrooms.

Goal 2: Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.

Objective 1: Teachers will use the updated technology curriculum and assessments in their classrooms.

Goal 3: Improve the capacity of classified staff to effectively use technology to fulfill their duties.

Objective 1: Logan USD #326 will provide the needed resources and training for all staff to support student learning and improve job efficiency.

Technology professional development is an ongoing process for faculty and staff to make progress toward their school improvement and individual goals. Each year, the faculty meets to analyze data and create school improvement goals, which includes technology. All faculty members also complete an Individualized Development Plan (IDP) for the year, which includes required technology goals. Participation in technology professional development opportunities are recorded to earn PDC points for IDPs and for teacher re-licensure. Teachers also create the Results-Based Staff Development (RBSD) plan that includes one particular area of technology to concentrate on throughout the year.

Faculty and staff meet as needed to help each other implement and improve on the technology used in their classrooms. They are also encouraged to use the Atomic Learning website to learn how to use new software and online applications.

Other available programs include:

1. Mentor program for new teachers
2. School visits – As needed, teachers will have the opportunity to visit other schools to observe other teaching methods.
3. Full-time technical coordinator for real-time technical support and trouble-shooting for staff.
4. Participation in I-CAN network and use of Interactive Distance Learning equipment.

All new faculty and staff members are trained in the school email system, file management, PowerSchool, available online programs, standardized software, and hardware used in the district. Training is also available for staff members who use specialized programs such as the KIDS System and the Data Team Fund and Activities Accounting.

Technology Professional Development Assessment

Professional development is assessed to determine if teachers are meeting their technology goals.

Attendance sheets will be kept on file to record participation in local in-services. Teachers can earn PDC points for submitting documentation that show knowledge, application, and impact levels of instruction.

Student projects can be displayed in the school during parent-teacher conferences and/or technology night activities.

Technology surveys completed by staff, students, parents, business, and community members indicate whether technology needs are being met and will propose new technologies to implement. Requests for additional technologies and training are considered.

Teachers adhere to the district's technology curriculum and the grade-level rubrics based on the Library Media and Technology benchmarks. They also evaluate technology literacy for 8th graders.

The superintendent and principal will conduct periodic walk-throughs and staff evaluations, which includes the use of technology in the classroom.

Gifts and Disposal

USD #326 will accept any gifts of technology as long as the equipment is not obsolete and a need is shown for its use.

Equipment is obsolete when it can no longer be kept in good repair, and there is no longer software available to meet instructional or administrative needs. This equipment will be disposed of at an auction or with sealed bids.