Idaho Technology Pilot Project
Grant Application Assurance Sheet

Project Title: Innovative Middle Level Instruction Amount of Request: $ 180,000
District Name: Moscow School Dist #281 District Number: 281
School Name: Moscow Middle School School Number: 129
Project Duration: 2 Years

By signing below, I certify that we have submitted an Internet Acceptable Use Policy to the State Department of Education, and have attached to the submitted documents as reference. I also certify that we have submitted a Technology Plan that meets the minimum requirements, and have attached to the submitted documents as reference.

Superintendent Name (print) Dale Kleinert	E-mail dkleinert@msd281.org	Telephone 208 892-1139
Signature		
District Technology Coordinator Name(print) Johana Doyle	E-mail jdoyle@msd281.org	Telephone 208 892-1114
Signature		
Project Director Name – *if different than District Technology Coordinator* (print) Kevin Hill	E-mail khill@msd281.org	Telephone 208 882-3577
Signature		

Abstract

Moscow Middle School is a school that has a technological base, but not one that allows us to create efficiencies for learning. Each classroom is equipped with 2 – 8 student computers with 20 – 25 students in attendance; student work is stored on a server that is only accessible at school. Five classrooms are equipped with interactive whiteboards, and three more classrooms have student response devices. This is a school that needs to take the next step to increase access to technologies that will allow for the creation of more open learning environments.

We envision our Next Generation Learning Environment to be one where teachers present instruction through interactive whiteboards, making the whole of their instruction available at any time to students; we aim to create "flipped" classrooms. This enhances the ability to meet the needs of students coming from a wide variety of challenges; learning challenges, behavioral challenges, socio-economic challenges. Every time the teacher "goes to the board" that instruction can be digitally documented for later access through the use of student-specific logins and cloud technology. To extend this, the teacher can access tools for formative assessment throughout the instructional time. With the use of student response devices (clickers), students can provide a teacher with instant access to a measure of individual student, group or whole class learning. This will streamline the process of determining which concepts need to be re-taught, which concepts are already mastered and when it is appropriate to provide individuals with re-teaching, enrichment or practice. These classrooms would be able to provide all students access to instructional materials without having to create an instructional paper trail; it would be saved in digital format. This is not the limit of our NGLE. We also envision a school with dependable devices available in every classroom to allow students and teachers to access open source technologies reinforce learning through assignments and projects and to create paperless efficiencies.

We would like to take the grant received by the Special Education Department 3 years ago and develop an effective way to scale it up to the rest of the school and replicate it across disciplines. This would equip each classroom with student response devices, interactive boards, projectors, document cameras and sound systems. The implementation of the previous grant within the 4 classrooms has had a measurable, positive impact on student learning, and we would like to determine a way to replicate this effect throughout all content areas. Through professional development, partnership with the University of Idaho Doceo Center for Innovation and Learning and Teacher Candidate Programs, and commitment of staff, we will show how the scale up in our building could be implemented on a state level.

Our vision is to use technology to record and document our professional development activities, our teacher use of technology and our access to resources to support the project. This creates the same environment for teacher-learning that we are implementing for student learning; an open-access learning community without walls.

Educational Needs and Goals

Moscow Middle School currently has 579 students. Nine percent of our population is identified as students with special needs. Another 32 percent is identified as students with socioeconomic disadvantage. The population of Moscow is relatively stable, however 49 students have transferred into and out of MMS this year, and another 7 students have moved into or out of the special education program. The students who perform below proficiency on district and state achievement measures are typically the students identified as one of the two above categories.

The first phase of this project was to bring these educational technologies to the special education department at MMS. Before that, the only technologies available to the department for the presentation of instruction were overheads. Through the original grant, this changed to the interactive white boards, student response systems, projectors and document cameras. Currently, there is only one other classroom in the building with an interactive board and it is used as a projection screen. In the MMS science department there is a strong commitment to using student response systems for evaluation of learning objectives in both summative and formative ways. However, only the 4 special education classrooms have full access to the resources developed.

To reach our goal, we will begin by providing all of the classrooms with the same technological resources as the Special Education classrooms. We will work with our community partnerships to determine what supports and training need to be put into place to bring the instructional innovations begun by the Special Education Department to the rest of the staff and their classrooms. Determining the best methodologies and professional development to ensure staff commitment and success while scaling up to the whole building will be our focus. Through this commitment to innovation, we aim to increase student achievement through the use of more efficient formative assessment, interactive instructional opportunities and technological efficiencies (archived lessons, electronic worksheets). By engaging these technologies, more instructional time can be spent exploring and expanding content area subjects and teacher time can be better spent facilitating authentic learning that is more reflective of "real world" contexts.

To accomplish this scale-up process, we will actively seek student and teacher input pre and post implementation of the grant. Not only will examination of the results tell us how teachers think the technology is impacting instruction, but we will illicit input from students to determine how the innovations in training and professional development impact their classroom experiences.

When the first phase of this project was implemented, student achievement in mathematics was well below state standards, placing the school in the "needs improvement" category for both the special needs and economically disadvantaged subgroups. Since the implementation of the grant, both subgroups have improved performance; however we need to go further.

At MMS several data sources are used to monitor students for both mathematics and English courses focused on remediation. This year's data shows the lowest level interventional math class using the instructional technologies (8th grade) showed an average growth of 8 points on the ISAT test. Using the AAMES Algebra Basic Skills Probes, the class is showing an average growth of 0.14 points per week. The performance in the interventional math classes without the technology in place showed an average growth of 3 points on the ISAT in 7th grade and 4 points at the 6th grade. During Administrator Observation of classes using the interactive technology, it has been noted that there is a high rate of student engagement despite the class being populated with struggling students. In the area of reading, students have also improved. Through the use of the student response system, students were monitored for comprehension of a novel through short chapter quizzes. The students were able to pass the AR tests on both books with an average score of 85%, whereas they received less than 60% on AR tests of previous novels at a similar reading level. Overall, we are seeing measureable gains for students who experience their instruction through the interactive systems, but this advantage is inequitably provided to only 9% of our student population (special needs students).
Looking at another subgroup, the students in enriched programming in mathematics, we are seeing some trends that need improvement. Specifically, of the 78 students identified as enriched in the 7th grade, 24 performed sufficiently on the placement test for continued enriched placement. This is of concern as well. These students did not have access to classrooms with interactive technologies.

A professional development needs survey instrument has also been compiled for our specific building. This instrument indicated that out of 32 responses, 9 indicated needs for differentiation of instruction and progress monitoring. Another 10 indicated a need for integrating instruction with Idaho Core Standards. Recent research into best practices indicates that increasing student interaction with subject matter through the use of technology is an effective method to increase the efficacy of differentiation. The Idaho Core Standards focus on having students demonstrate knowledge by creating expository work samples that show comprehension and extension of topics; it is no longer about spending instructional time drilling specific facts and details. Student-response technologies allow content teachers to quickly and easily assess the comprehension of the facts, and clear the way for time to be spent on extending and exploring content. Teachers have already identified these as areas in which they desire further professional development, making the use of these technologies a good fit for teacher buy-in. As further proof of teacher buy-in, this grant was created by a committee of teachers representing all 3 grade levels, core and elective subject courses, and specialist categories.

Planning

Effective implementation will derive from a group of teachers and administrators who cover all core subject and electives including: English, social studies, math, special education, computer applications and keyboarding, and science. Planning begins with each teacher on the project team being responsible for building curriculum within our vision of the Next Generation Learning Environment. The project team will meet weekly to share breakthroughs and learning experiences with our new interactive classroom with our administrators. This will provide them with qualitative data to support and guide other teachers in implementation. Research and literature suggests that there is a long way to go before professional development is sufficient enough to help teachers understand the integration of technology in the classroom. At MMS, the plan is simple. Research consistently suggests that professional development in large settings for the integration of technology is ineffective. Weekly meetings with the project team and administrative support and leadership will allow the project team to collaborate and discuss effective and ineffective methods that will be presented to the staff through meetings, PLC time and release time.

Involvement

Involvement and buy-in throughout MMS are key components to ensuring the Next Generation Learning Environment is not just a vision but a plan with goals. Data collected from a survey shows that many teachers throughout Moscow Middle School integrate technology; however, most devices had a category marked, "needs training" which demonstrates the instructors at MMS desperately want to use technology but lack sufficient training. The method to fixing this problem is creating professional learning communities throughout the building. Building administrators will be responsible for ensuring time within the contracted hours is set aside for the project team to meet weekly while each department will meet monthly to discuss and collaborate the effectiveness and ineffectiveness of the progress made with interactive technologies. The professional learning community will also team-up with the University Idaho's Doceo Center for Innovation and Learning to ensure monthly professional development is given from the university level more frequently. The communication between MMS and the coordinator of the Doceo Center (DCIL) has already been established and will be incorporated immediately.

Preparation

MMS is already collaborating with the University of Idaho DCIL coordinator to ensure the most effective and efficient professional development will be implemented for our vision. The building administrator will ensure more frequent and targeted professional development which aligns with survey results. The DCIL coordinator has already agreed to assist in this process and is very excited to help advocate and advance technology in our school. Prerequisite skills for lead teachers include: technology background, willingness to adopt technology, and signing an agreement form to assist us in the process of implementing technology in our school as an effective instructional tool.

Implementation

Implementation will start as soon as grant funds are released; July 1, 2013. Immediately upon receipt of the grant, equipment will be ordered and planning for professional development will begin. The special education department will help assist the rest of the grant team by demonstrating the features of the interactive whiteboards and clickers. This introduction will benefit the grant team because the technology will be used simultaneously with the arrival of the interactive whiteboard and response devices. The first meeting between the University of Idaho DCIL and the MMS leadership team must happen immediately. Secondly, the MMS team must meet frequently to collaborate and discuss ideas. Lastly, the information gained from the University and the leadership team must be shared often with the entire staff ensuring every entity feels vested and involved. Goals will include: monthly professional development for all staff, all certified staff must attend professional development, and constant collaboration with DCIL coordinator at the University of Idaho. Objectives include: improved student achievement using innovation in instruction through technology, ensuring Idaho Core Standards tie into the interactive technology plan, and improvement in professional development opportunities to bring the innovations to our scaled-up building model.

Community awareness will be created by providing a section in the monthly newsletter specifically targeting classroom uses of our new technologies and instructional methods.

Evaluation

Quantitatively, there will be numerous sources of data to determine the effectiveness of our implementation on student performance. These include percentage success on remediation plans/Middle Level Credit issues, Response to Intervention data regarding students not responding to Tier 2 interventions, results from Tier 2 intervention programs such as Language!, results from our benchmarking assessment (Northwest Education Association's Measure of Academic Progress) given twice per year in Math and Language Usage, performance on ISAT/SBAC measures and examination of the weekly failure lists.

To evaluate how our innovations in professional development and training are impacting staff, we will be conducting quarterly surveys. We will specifically be determining if we are creating further buy-in and commitment to continue using the instructional technologies. Staff survey results will be compared to a current baseline determined by school and district technology surveys completed in the past two years. This will be supported by administrative walk-throughs of classrooms and the calculation of the number of teachers receiving technology domain scores of 3 or 4 on the Danielson Evaluation Model pre and post grant.

Through administrative leadership, methods will be devised to measure effective usage of the technologies by departments and individual teachers. These could include blogs where teachers upload specific lessons or units. Also to be measured, will be the rate of access of these blogs from outside the district by students and parents using their student-specific logins.

We are taking a small-scale model and scaling it up to a larger context, and intend to examine and adjust throughout the process to ensure our innovations are maximally effective.

Sustainability and Scalability

The use and access to technology is the greatest change to education in history. This pushes us into areas that we have never ventured and we are unable to see the boundaries. With the financial impact of the grant, we will be able to bring our classrooms, instruction, and professional development to a level that will meet the needs of students for the 21st Century. This level will continue to increase each year and the demands to expand and maintain will be the priority of Moscow Middle School. This is the first step in preparing the classroom for individual technology devices and providing the professional development to staff to meet the challenge. Over the past two years, our budget has reflected a focus on improving technology. We have spent over $85,000 to update computer labs, classroom technology, and provide building wide wireless access. This focus will continue.

The first phase in our process occurred four years ago with implementation in our special education department. It included model classrooms, professional development, and purchase of instructional technology. The second phase was updating our two student access computer labs and ensuring that all classrooms have multiple student computer stations. We are now entering the third phase which is ensuring that all classrooms have a solid instructional technology base and all staff has quality professional development to implement the use of the technology. Our fourth phase will be planning and implementation of individual technology devices for students and staff.

Throughout the term of the grant and beyond, Moscow Middle School staff will partner with the University of Idaho Deceo Center for Innovation and Learning. This institutional partnership will provide both entities with the opportunity to impact student learning and prepare the next generation of teacher candidates.

The partnership with Deceo Center will be "to provide professional development and to plan, deploy, and research innovations that impact large groups of students across multiple grade levels and subject areas." This is an on-going support modeled and replicated in schools or districts throughout the state of Idaho.

Based on an average student attendance of 575, Moscow Middle School has improved technology since the 2010-11 school year at a rate of $89.30 per student for phase one and two. Phase 3, which is the funding from Idaho Technology Pilot Project, will include $159,484 for classroom instructional technology and $20,516 for professional development over two years. This comes out to $156.52 per student over the duration of the grant. During the 2013-14 school year, we will establish our partnership with the University of Idaho, purchase and install the technology equipment, and provide professional development. The cost for this school year would be $174,484. During the second year of the grant cycle, our focus will be professional development, our partnership and training other schools and districts with a cost of $5516.

Our fourth phase of the grant would include professional development, implementation of individual technology devices, and ensuring a safe and sound infrastructure to allow students

access to school based technology. This would be supported through Moscow Middle School budget and district technology funds, as well as funding from our recent school bond.

This four phase plan will put Moscow Middle School at the forefront of integrated education and technology instruction. Students will be able to take their skills beyond the classroom and into the workforce or higher education settings. We will also see a positive impact toward the Common Core assessments because students will be able to apply real word applications in the classroom to solve complex problems. Our staff will have the tools to move beyond a textbook, the classroom walls, and into all areas of the next generation learning environment. This process can be implemented in any school in the state and be used as a model for others to follow.

Our students have good access to technology. We do not currently experience barriers to implementation such as needing a new Wi-Fi network. Our infrastructure will support our aims at this time. All that is required is power and Internet access, which is already there. This simplistic set of needs would allow for the scale up from a 4A middle school with 597 students to a large 5A high school of 2,100 students.

Budget Narrative

Moscow Middle School currently has four classrooms that we are using for our base model. Each room includes Promethean 78"AB+2 Adjustable 378Pro interactive boards with DPL Projectors and Achiever Pal Systems with audio components.

Our application includes replicating this level of instructional technology in all classroom settings and providing all staff with the professional development to fully utilize the instructional tools across disciplines. The need is to upgrade twenty-six classrooms. The total cost per room is $6134. Each classroom houses approximately one-hundred-forty students per day. The total cost of equipment is $159,484.

Professional development is essential in ensuring that the equipment is utilized to the fullest potential, and that all staff members have high quality skills to design and provide instruction. Over a two year period, starting in the 2013-14 school year, we will provide multiple professional development sessions. This will include training lead instructors, providing hands-on instruction at the site level, attending national conferences, and contracting with outside trainers. The associated costs will be $20,516 over two years.

Starting on July 1, 2013, we would place our order for the classroom technology setups which would expend $137,644, plus the cost of $21,840 for immediate installation.

Also during this time period, we will establish our partnership with the University of Idaho Deceo Center for Learning and Innovation to provide professional development to teachers with implementing technology and instruction. We will also start the professional development planning for October 3 and 4, 2013. In conjunction with Audio Enhancement and the Deceo Center, we would provide staff members with hands-on training related to the technology and the Common Core Standards. The estimated cost is $2,500.

This initial professional development will be enhanced throughout the school year during professional development days established by our district calendar. The target areas will be established based on staff need and availability of trainers. We will also establish an effectiveness assessment that can be used to guide professional development, instruction, and student growth. The estimated cost is $3,200.

During the summer of 2014, lead teacher trainers will attend national conferences on integration of technology and instruction. These could include ISTE, Technology in Differentiation of Instruction (SDE). We have budgeted $9,300 to send as many lead teacher trainers as possible.

Over the 2014-15 school year, we will spend $5,516 to train new staff members, district personnel, and other schools throughout Idaho on how we innovated our professional development to bring enhanced instructional opportunities through technology to all students in our building.

Budget Sheet

Item	Cost	Year
Promethean Board and Projectors	$98,774	2013
Achiever Pal System w/ Audio	38,870	2013
Installation of Boards	16,640	2013
Installation of Audio	5,200	2013
October Professional Development	2,500	2013
Spring Professional Development	3,200	2014
Summer Professional Development	9,300	2014
New/District Staff, Other Schools	5,516	2014-2015
Total Grant Proposal	$180,000	

Moscow School District

Acceptable Network Use Policy

Moscow School District provides access to the Internet and the Moscow School (MSD) computer network system to promote educational excellence. The district's web site offers information about upcoming school-related events and reference databases to students, staff, and community members.

Students and staff can use these services and electronic tools to find information and news from educational and research institutions and reference district databases. They can also send and receive electronic mail (e-mail), take part in distance learning activities, consult with experts, and view library holdings.

When using thesecomputer networks, as well as other information sources, educators have the responsibility to teach students to think critically. Educators will work together with students to develop intellectual skills to discriminate among sources, identify materials appropriate to their age and maturity levels, and evaluate and communicate information. School personnel will instruct students in their role as responsible on-line users.

Users may encounter information on the electronic networks that may be perceived as controversial or potentially harmful. Given constantly changing information and sources on the networks, creating a "safe environment" is impossible. The focus of the Moscow School District is not to control the Internet and other telecommunication resources, but to provide students with the understanding and skills needed to use electronic resource networks in an appropriate manner.

Ultimately, parents and guardians are responsible for setting and conveying the standards that their children follow when using information resources. Moscow School District supports and respects each family's right to decide whether or not to use MSD's computer networks.

The use of MSD computer networks is a privilege, not a right. Permission from parents or guardians to use the networks is granted upon receipt of a signed Acceptable Use Contract. Specific parent requests for restricted use of the networks and the Internet must be received in writing.
The use of the computers and networks must support education, research, and communication that is consistent with the district's mission and instructional objectives.

The District reserves the right to monitor electronic transmissions. School and system administrators may deny, revoke, or suspend specific user accounts at any time because of inappropriate use. Appeals regarding cancellation will be made through the building principal to the Board of Trustees.

Any person who knowingly accesses district computers and networks for the purpose of defrauding, committing theft, or who knowingly alters, damages, or destroys a computer or system shall be guilty of computer crime. Violations are further defined in Idaho Code 18-2201 and 18-2202.

Users are responsible to use district network and Internet resources in an ethical and educational manner that is appropriate to the school setting. General school rules for behavior and communications apply.
Networks

- Use of MSD networks for any illegal activity, private, commercial, business, political or religious use is prohibited.
- Sending or accessing harassing, objectionable, obscene or pornographic material is prohibited.
- Users are expected to use network resources efficiently to minimize interference with others.
- Accessing, searching and copying to and/ or from any resources not specifically identified for school use is prohibited.
- User access is limited to assigned personal (P:) drive space unless otherwise specified and supervised by district teachers or technology personnel.
- E-mail should support an exchange of information consistent with the mission of Moscow School District.
- E-mail messages are subject to district review at any time.

- E-mail should be deleted regularly from MSD directories to conserve file space.
- Users are responsible for taking precautions against viruses on their own equipment and MSD equipment.

Security

- Users will accept the responsibility for all material including pornographic material, inappropriate text files, or files dangerous to the district's computers or integrity of the network, from entering the school via the Internet or any other source.
- Users may not use the network system in a way that would disrupt the use of other users.
- Users will respect the rights and property of others and will not improperly access, misappropriate, or misuse the files, data, or information of others.
- Users may not share their accounts with anyone or leave the account open or unattended.
- Users will keep all accounts and passwords confidential and inaccessible to others.
- Users are responsible for making backup copies of the documents critical to them.
- To download, install and/or execute any commercial, personal, shareware, or proprietary programs or files on district computers is prohibited.
- Regarding copyright, all works are assumed copyrighted unless public domain status is attached. Users will use appropriate citation conventions to identify copyrighted work.

Liability

- Network storage areas will be treated like school lockers. Network administrators may review communications and files to maintain system integrity and to insure responsible use. Users should not expect that files stored on district servers will always be private
- It is presumed that all users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards, Moscow School District is not responsible for restricting, monitoring, or controlling communications of individuals using the networks.

User Agreement and Parent Permission Form

As a user of the Moscow School District's computer network, I hereby agree to comply with the above stated rules; communicating over the network in a responsible fashion and honoring all relevant laws and restrictions.

_____

User Signature Date

As the parent or legal guardian of the student signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use -- setting and conveying standards for my daughter or son to follow when selecting, sharing, or exploring information and media.

_____

Parent Signature Date

_____

Name of Student English Teacher

_____

School Grade

_____

Birth Date Street Address Home Phone

FOCUS AREA: Student Achievement - Technology

GOAL: Our District will focus on continuously increasing student achievement and improving the overall quality and effectiveness of curriculum, instruction, assessment, and administrative programs by integrating a variety of technology based resources, thus providing rich opportunities for learning in a variety of formats and increasing the efficiency of all district operations.

GOAL 1: Utilize technology to improve academic achievement and teacher effectiveness.

Strategy	Actions	Completion Date	Responsible Person	People Involved In Getting the Work Done	Method of Evaluation
A. Provide professional development opportunities that support effective implementation of the Technology Plan.	1. Provide a variety of professional development delivery formats for teachers & staff to facilitate the acquisition of technology skills to deliver the core content necessary for student success.	Ongoing	Curriculum Director Instructional Technology Coordinator (ITC) Special Services Director Building Admin	Curriculum Dir. ITC Intervention Specialist Librarians Dream Team	List of Annual offerings and participants.
	2. Develop a Professional Learning Community tasked with research, recommendations and staff training to implement an integrated model of and best practices for instructional technology to promote teacher enthusiasm and efficacy.	March, 2012 and Ongoing	Curriculum Director	ITC PLC members Dream Team Tech Department	Survey results reflecting impact on teachers' pedagogy, curriculum enrichment and professional growth. List of offerings and participants.
	3. Inform and train teachers to use and integrate relevant instructional technologies. (Mileposts, Discovery Education, Destiny, Assessments, PowerTeacher, etc.)	Ongoing	Superintendent Curriculum Director ITC	Dream Team ITC Librarians, Intervention Specialist	Documentation of professional development offerings and attendance. Dream Team agendas.
	4. Prepare teachers, administrators, and proctors to inform students about procedures and strategies to take standardized assessments. (ISAT, NWEA,SBAC)	Ongoing	Building Admin, ITC, Curriculum Director .	Building Admin Proctors Teachers ITC	Test administration conforms to requirements, is consistent, secure, and equitable.
	5. **Prepare teachers to document** activities and **utilize instruments** (that constitute acceptable evidence of student performance by grade) to determine and report students' progress towards national technology literacy standards and CIPA compliance on an annual basis.	Spring 2013, October 1, 2013 and Ongoing	Cabnology Building Admin.	ITC Director of Special Services Teachers Proctors Counselors Librarians	Administrators observe students ability to navigate a rich digital environment (such as SBAC). Common SenseMedia.org data archived for CIPA, included in ERate binder / year, and reported to Cabnology to form a baseline for annual growth. Classroom assessments document student achievement.

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Strategy	Actions	Completion Date	Responsible Person	People Involved In Getting the Work Done	Method of Evaluation
A. Continued	6. Identify, clarify, and implement a research-design model at the secondary level.	Ongoing	Curriculum Director, Building Administrators	Librarians Teacher Leads	Model identified.
	7. Deliver a research-design model that aligns at the elementary and secondary levels.	Spring 2013	Curriculum Director Building Administrators	Librarians Teacher Leads Building Admin	Log of training dates.
	8. Investigate and select materials to provide appropriate online behavior to students. (Meet CIPA Compliance certification associated with filing of Form 486 Deadline – October 1st, 2013.)	Spring 2013 Ongoing	Superintendent, Building Admin ITC Curriculum Director	Librarians Teachers ITC Counselors	Students understand concepts of personal online safety and behave responsibly and safely on District networks. District meets CIPA compliance and Idaho Code guidelines by documenting activities per year in ERate files.
	9. Promote a sound understanding of Digital Citizenship (cyberbullying, ethical issues, digital footprint, personal safety) using CommonSenseMedia.org related to the use of technology among students and parents as appropriate per grade level K-12.	Spring 2013	Superintendent, Building Admin ITC Curriculum Director	Librarians Teachers ITC Counselors	Curriculum/Materials selected, document process implemented and documents retained in ERate files annually.
	10. Prepare teachers and staff to educate minors about appropriate online behavior. CIPA Compliance.	Spring 2013 Ongoing	Superintendent, Building Admin ITC Curriculum Director	Librarians Teachers ITC Counselors	Retain documents demonstrating staff participation in training in ERate files annually.
	11. Provide education about appropriate online behavior to students who are actually accessing the internet using E-rate covered services and document instances of instruction. Identify any students not present and provide makeup opportunities. CIPA Compliance.	Ongoing	Superintendent, Building Admin, ITC, Curriculum Director	Librarians Teachers ITC Counselors	Retain records that students have received training. (Retain online records of students' training).
	12. Prepare administrators to access and interpret teachers' use of instructional technology applications and analyze and evaluate their cost effectiveness. (Renaissance Place, Lexia, Mileposts).	Ongoing	Superintendent	Building Administrators	Principals utilize reports to guide student improvement efforts and form decisions about renewals/purchases.

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GOAL 1: Utilize technology to improve academic achievement and teacher effectiveness.

Strategy	Actions	Completion Date	Responsible Person	People Involved In Getting the Work Done	Method of Evaluation
B. Identify research-based best practices for integrating technology with curricula and instruction and post to MSDNet (Intranet).	1. Maintain resource links for students on MMS and MHS library web sites that are tied to the curriculum.	Ongoing	Building Administrators	ITC Librarians	Resource links that support classroom activities and are available 24/7 on the District's Web site.
	2. Involve librarians in the technology planning process.	Ongoing	Cabnology Curriculum Director	Librarians	Participation of District Librarians
	3. Provide a list of approved and/or supported Apps and software (instructional and applications) with training and support information on MSDNet for each.	Ongoing	Curriculum Director, Dream Team	ITC Tech Department Dream Team	List is available and updated.
	4. Incorporate the incorporation of Research/Information, Media and Communication Literacy, and Digital Citizenship skills with core standards to prepare students for college and careers, the demands of the 21st century, SBAC assessments and CIPA compliance.	Spring 2013 Ongoing	Superintendent, Building Admin, ITC, Curriculum Director	Librarians, Teachers ITC, Counselors	Principals observe lessons that integrate elements of research/information, media, and communication literacies in core subjects. District meets CIPA compliance by documenting activities per year in ERate files.
	5. Evaluate staff and student use of public virtual learning environments including **IDLA** & Video Teleconferencing (VTC) via Idaho Education Network (IEN) for learning opportunities as appropriate.	Ongoing	Cabnology District and Building Administrators	Tech Department Building Administrators	List/number of activities influence decisions about whether and/or how to expand participation.
C. Support all students to meet or exceed National Education Technology Standards (NETS).	1. Identify and provide a **variety of** education delivery methods as needed to meet the needs of learners with varied linguistic, cultural, ethnic, and socio-economic backgrounds, including the use of assistive technologies for special needs students.	Ongoing	Superintendent Special Services Director Curriculum Director Building Administrators	Tech Department ITC Teachers Proctors	All students are supported to meet or exceed technological literacy standards. Cabnology updates and meeting notes.

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Strategy	Actions	Completion Date	Responsible Person	People Involved In Getting the Work Done	Method of Evaluation
C. Continued	2. Promote a sound understanding of Digital Citizenship, cyberbullying, and ethical issues related to technology to students and parents, including cyberbullying, personal safety and privacy online, as appropriate per grade level K-12.	Spring 2013 Ongoing	Superintendent, Building Admin ITC Curriculum Director	Librarians Teachers ITC Counselors	Students understand concepts of personal online safety and behave responsibly and safely on District networks. District meets CIPA compliance and Idaho Code guidelines by documenting activities per year in ERate files.
	3. Manage upgrades, purchases of new hardware, software (including **operating** systems), apps, and a replacement schedule to maintain equitable and **consistent** student access to technology resources.	Ongoing	Cabnology. Special Services Dir. Building Administrators	Tech Department ITC Building Administrators	Annual inventories & replacement schedules.
D. The impact of technology use in the classroom.	1. Monitor and evaluate the **use** of technology based intervention resources (software packages/apps) designed to improve student achievement in Language Arts and Math and recommend / not recommend continued use.	Ongoing June 2013	Cabnology Curriculum Director Special Services Director	ITC Intervention Specialist Building Administrators Special Services Director	Staff Survey. Student centered teams analyze students' achievement as a basis for instructional evaluation and interventions. Building administrators review teachers' use of technology in the classroom to drive instruction, support instructional methodology and measure outcomes.
	2. Analyze and evaluate the cost effectiveness of electronic resources that support learning.	Spring 2013	Cabnology	Building Admin Teachers	Teacher Survey. Building and District Administrators make budget recommendations & revisions.
	3. Evaluate the use and usefulness of NWEA assessments to identify sub-skill proficiency areas as needed to drive instruction for ISAT remediation.	Ongoing	Curriculum Director Building Administrators	Building Admin Teachers Secondary School Psychologist	Building teams monitor student gains. Report results to Curriculum Director, Administrative Council, and teachers.
	4. Observations of students' ability to navigate a rich digital environment (SBAC) are analyzed to form a baseline of technical skills for annual growth.	Spring 2013 & ongoing	Cabnology	Building Administrators, Curriculum Director, ITC, Teachers, Proctors	Comparative analysis reported to Cabnology.

FOCUS AREA: Student Achievement - Technology

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Goal 2. Promote the collaboration of schools, state agencies, organizations, business and industry, post-secondary institutions, and public virtual learning environments to meet the needs of all learners.

Strategy	Actions	Completion Date	Responsible Person	People Involved In Getting the Work Done	Method of Evaluation
A. Create an environment that fosters meaningful collaboration with state and local entities.	1. Maintain shared services among secondary libraries (such as Interlibrary loan transactions, LiLI, shared catalogs, and partnerships in virtual reference services).	Ongoing	Superintendent Librarians	Building Admin Librarians ITC	List of shared services.
	2. Promote data sharing among other state, county, and local entities.	Ongoing	Cabnology	SDFS Coordinator	Status of state, county, and local entities that share data.
	3. Collaborate with other state and local entities in the technology planning process to ensure that the District has sufficient technology capacity and training to participate in State assessments, on-line learning initiatives (such as the Idaho Education Network and the SDE's Longitudinal Data System, ISEE.)	Ongoing	Cabnology District and Building Administrators	ITC Tech Department	Status of Fiber Project; involvement of other agencies in the planning process (ITD, City, Hospital).The District has sufficient capacity to participate in upcoming on-line learning initiatives (such as the IEN) and state reporting ISEE.
	4. Collaborate with SDE to develop systems or processes that extract, transform and load individual student and staff data, promote interoperability across institutions and States, and protect student and staff privacy consistent with applicable privacy protection laws (ISEE).	Ongoing	Superintendent, ITC	ITC Tech Department Cabnology	Data is up-to-date and securely transmitted to the SDE to meet reporting deadlines.
B. Business, Industry, Chamber	1. Encourage the involvement of business and industry in the technology planning process.	Ongoing	Superintendent	Building Administrators	Status of activities.
C. Post-secondary institutions help planning.	1. Encourage involvement of post-secondary institutions in the technology planning process.	Ongoing	Superintendent	Curriculum Dir. ITC Secondary Bldg. Administrators Counselors	Status of Involvement: LCSC: CNA Online, EMT Online; UI: Polya Math Lab; LCSC: Pharmacology; Professional-Technical offering

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Strategy	Actions	Completion Date	Responsible Person	People Involved In Getting the Work Done	Method of Evaluation
A. Conduct an annual analysis of the District's hardware, software, network operating system, and connectivity capacity.	1. Utilize the District's electronic inventory system to assess the District's capabilities.	Annual	Superintendent Tech Department	Cabnology Tech Department	The District's technology systems are monitored and upgraded annually in order to maintain a robust and efficient District system.
	2. Evaluate and update instructional, business, maintenance, transportation, technology department and student management system software and hardware on an annual basis or as needed.	Ongoing	Superintendent Tech Department	Cabnology Tech Department	Software upgraded annually as needed to maintain integrity of district/ instructional operations.
	3. Audit connectivity on an annual basis to ensure the effectiveness of an infrastructure that supports daily activities.	Ongoing	Superintendent Tech Department	Cabnology Tech Department	Audit indicates that network connectivity has adequate bandwidth to prevent delays in the support of identified instructional and operations activities.
	4. Ensure the effectiveness of the District's infrastructure to support daily activities with periodic network analyses by a third party vendor. [Ednetics' Network Analysis]	Ongoing	Superintendent Tech Department	Cabnology Tech Department	Third party recommends improvements to capacity.
B. Promote best practices to secure the use of technology, prevent unauthorized access, and promote safe access.	1. Monitor, on an annual basis, the District's **Technology Data Security and Disaster Recovery Plan.** a. Analyze District's existing backup and disaster recovery protocols and practices. b. Evaluate enterprise level services available to backup and store District's digital data. c. Upgrade District's backup and storage capacity. d. Create Disaster Recovery Plan document detailing strategies.	Ongoing	Cabnology	Tech Department	Resources analyzed and purchase recommendations made to Cabnology. Plan on file in ERate Binder. Successful restoration of District data.
	2. Update antivirus software on a regular basis.	Ongoing	Cabnology	Tech Department	District technology is secure, users employ safe practices and there is no unauthorized access. Server based virus software updates automatically on schedule.

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B. Continued	3. Utilize Internet firewalls, proxy servers, and blocking software to protect District system.	Ongoing	Cabnology	Tech Department	Status of Internet firewalls, proxy servers and blocking software.
	4. Prevent unauthorized access to business and student records; maintain confidentiality of information; employ hardware and software security measures (login scripts).	Ongoing	Cabnology	Tech Department	Checklist of key actions verified. Investigation of security concerns identified by administrators.
	5. Comply with CIPA, NCIPA & State legislation; update Network Security Policy as needed to remain compliant with CIPA and NCIPA legislation.	Ongoing	Cabnology Building Administrators	ITC Human Resources Director	Internet safety policy is up to date and posted on the Web.
	6. Review procedures regarding use of personal computers on district's network as needed.	Ongoing	Cabnology	Tech Department	Annual Review
	7. Explore impact of BYOD on District's Network and delivery of instruction.	Spring 2013	Cabnology	Tech Department	Status update to Cabnology.
C. Maintain efficiency of Student Systems	1. Update, maintain and/or replace test devices and software systems and facilities to support District and state assessment programs (SBAC, ISAT, IRI, IPASS, IELA).	Ongoing	Cabnology	Tech Department ITC	All students complete Statewide assessments.
	2. Prepare network system and staff for pilot of SBAC.	Feb, 2013	Cabnology	Tech Department	District has capacity to participate in SBAC Pilot. Staff trained to administer SBAC.
	3. Maintain district instructional apps, software /application packages.	Ongoing	Cabnology	Tech Department ITC	Analysis of work orders.
	4. Enforce software approval process to ensure software purchases support instructional goals and function on existing networks.	Ongoing	Cabnology	Building Admin Tech Department ITC Curriculum Dir.	Software purchases meet instructional objectives and work on existing networks.
	5. Maintain and update PowerSchool software based on analysis and evaluation of current releases.	Ongoing	Cabnology	ITC Tech Department	Report presented to Cabnology

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C. Continued	6. Maintain and update Case-E (IEP) Software.	Ongoing	Cabnology	Tech Department	Analysis of work orders.
	7. Synchronize and enter data in Mileposts.	Ongoing	Cabnology	LS ITC	Data up-to-date
D. Support Administrative Systems	1. Maintain software: a. IEP software to customize student learning plans. b. Routing software to develop a system of bus routes to ensure the safe, efficient delivery of students and rider-ship assignment to schools. c. Work order software to manage maintenance requests. d. Lunch tracking and nutritional software to maintain student information, meals served, and other data. e. DIRECT CERT System (Federal Free & Reduced Meal Program, USDA) f. Financial data management (Skyward) g. Web-based payments for lunch program	Ongoing	Cabnology	Tech Department Spec. Services Dir. Transportation Supervisor Maintenance Supervisor Student Nutrition Supervisor Business Manager Business Manager	Reviews all IEPs. Transportation Supervisor reviews all assignment reports. Maintenance Supervisor reviews all assignment reports. Nutritionist reviews all student reports. Business Manager reviews financial data.
E. Revise and automate district procedures and processes that support ISEE reporting.	2. Implement processes that lead to the automated data upload of District Data to comply with ISEE upload schedule.		Cabnology	ITC HR Specialist Business Office	District's ISEE Reports are automated and uploaded in a timely manner.
	3. Update information on the State's student and staff identification system (EDUID) in a timely manner.	Ongoing	Cabnology	ITC Central and Building Administrators,	All students and staff have EDUIDs.
	4. Update and maintain the currency of information in PowerSchool, including Special Education, Gifted/Talented, ENL, 504, Homeless, Home Schooled, and Title 1modules and on Skyward (Financial Software) to enable ISEE data reporting.	Ongoing	Cabnology	ITC, Central and Building Administrators	ISEE Special Program data uploads meet deadlines and are correct.

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Strategy	Actions	Completion Date	Responsible Person	People Involved in Getting the Work Done	Method of Evaluation
	5. Train staff, including Building Administrators, secretaries, counselors, instructional specialists, and teachers to correctly enter data into PowerSchool to meet reporting deadlines.	2012-2013 and ongoing.	Superintendent	Building Administrators ITC	Staff enters data correctly and in a timely manner.
	6. Train building administrators to complete Incident Management module of PowerSchool on a monthly basis to comply with Safe and Drug Free Schools and Crime/Violence elements of ISEE reports.	Spring 2013	Cabnology	Building Administrators ITC SDFS	SDFS and Crime/Violence entered into PowerSchool to meet monthly ISEE Upload deadlines.
	7. Maintain and update Special Education (Case-E) software based on analysis and evaluation of current releases.	2013-15 and Ongoing	Cabnology	Special Education Director Tech Department	Report presented to Cabnology
	8. Update and streamline data sharing and reporting - blending between PowerSchool & Skyward.	Ongoing	Cabnology	ITC Finance Specialist HR Specialist	ISEE Report generation contains fewer errors.
F. Standardize and consolidate network services to maintain the operation of a stable, robust, and efficient district-wide network infrastructure.	1. Maintain and modify the use of Voice Over Internet Protocol (VOIP) technology as needed.	Met Phase I Goal Ongoing	Cabnology Business Office	Tech Department Contracted Services	Monitor service requests.
	2. Explore cost benefit of hosted VOIP services; issue RFP apply for ERate as appropriate.	Phase II, Fall 2013	Cabnology Business Office	Tech Department	RFP published and ERate applied for.
	3. Explore cost benefit of hosted Wireless/WAN services; carefully research ERate eligibility issues. RFP apply for ERate as appropriate.	Phase I, Fall 2013	Cabnology	Tech Department	RFP published and ERate applied for.
	4. Ensure that the District has sufficient bandwidth, ongoing maintenance and quality control to participate in the Statewide network (IEN) and assessments and provide ongoing monthly uploads to the SDE for ISEE.	Ongoing	Cabnology	Tech Department	Monitor use of current capacity: 18MBPS at MHS and 3 at PCR as well as 20 MB across other 5 buildings.
	5 Explore costs of purchasing increased bandwidth as needed. (ERate-ENA State participation).		Cabnology Business Office	Tech Department Business Office ITC	Cost savings for Internet access.

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F. Continued	6. Provide integrated and systemic electronic communication services, such as email, desktop telephones with voicemail, radio and pager services based on staff roles and responsibilities (ERate).	Ongoing	Cabnology Business Office	Tech Department Contracted Services	Integrated and systemic electronic communication such as email, desktop telephones with voicemail, radio and pager services are functioning seamlessly.
	7. Provide cell service for itinerant personnel, administrators, teachers, and bus drivers working with students out of the classroom (ERate).	Ongoing	Cabnology Business Office	Contracted Services	Documentation by building.
	7. Provide Internet access to all district computers to enable access to instructional and district operational resources, such as online professional development, distance learning and remote database s(ERate).	Ongoing	Cabnology Business Office	Tech Department	100% of computers (of sufficient capacity) are connected to the Internet.
	8. Provide consistent, specialized training for technical staff (computer and network technicians) business office staff, maintenance, bus garage, and testing staff etc., based on staff roles and responsibilities.	Ongoing	High School Administration	Train-the-trainer Model Contracted Services	Documentation of staff sub-groups receiving training.
	8. Train and supervise high school students to support district technology in a peripheral way; either as part of their instructional program, or as a part of an after-school program.	Ongoing	Cabnology Business Office	HS Coordinator Tech Department	Number of students employed as technical support, as well as their responsibilities.
	9. Continue to implement Thin Client / Virtual computing.	Ongoing	Cabnology Business Office	Tech Department	Analyze inventory records.
	10. Standardize application software purchases, such as Microsoft Word.	Ongoing	Cabnology Business Office	Tech Department	District technical support is limited to the list of approved software listed on MSDNet - Intranet.
	11. Identify and enforce specifications for grant equipment, donations, and surplus equipment.	Ongoing	Cabnology, Business Office	Building Admin. Business Office Tech Department	Analyze inventory records.
	12. Centralize servers in farms.	Ongoing	Cabnology Business Office	Technology Staff	Analyze inventory records.
	13. Maintain five year warranties on servers and central switches.	Ongoing	Cabnology Business Office	Tech Department	Analyze inventory records.

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	14. Use network management software, including packet sniffers, ghosting, remote access, metering diagnostics and other tools, such as mobile device management, to distribute and meter apps and software.	Ongoing	Cabnology Business Office	Tech Department	Efficient management of network resources.
	15. Utilize a work order tracking system to manage repair requests and monitor network status.	Ongoing	Cabnology	Tech Department	Work orders managed and analyzed.
G. Maintain the efficiency and currency of District technology systems	1. Maintain a rotation replacement schedule and specific strategies for the maintenance, purchase and upgrade of District equipment.	Ongoing	Cabnology	Tech Department	Status of rotation schedule: equipment is placed on a 4-5 year replacement cycle. A district standard has been selected; few exceptions made.
	2. CPUs: Upgrade, redeploy, and/or purchase machines devices as needed to provide every staff member with a machine that meets current district requirements by role.	Ongoing	Cabnology	Tech Department	Specific vendor list with only rare exceptions made for those who are not on the list – models limited.
	3. Standardize Equipment • Switches • Filters • Radios • Servers • Routers • Printers	Ongoing	Cabnology	Tech Department	All equipment is standardized on a small number of brands and models with equipment that is rated for industrial use.
	4. Platform Selection: Migrate to Windows platform with few exceptions made for special projects or programs.	Ongoing	Cabnology	Tech Department	Only one platform is allowed with few Tech Department exceptions made for special projects or programs.
	5. Network and Machine Operating System and hardware: Migrate to one platform and two of the most recent desktop operating systems.	Ongoing	Cabnology	Tech Department	Only one platform is allowed. Two OS versions are used. A few exceptions are made for special projects or programs.

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Strategy	Actions	Completion Date	Responsible Person	People Involved in Getting the Work Done	Method of Evaluation
G. Continued	6. Software Application Standardization for Administrative, Instructional and Technical Software: Establish standards for a software selection process.. Supported software list is published. Rare non-standard installations are allowed but no support is provided.	Ongoing	Cabnology	ITC Tech Department	Software Approval Process is used for administrative, instructional and technical software.
	7. Donated Equipment: Accept donated equipment that meets minimum performance requirements (and suggested brand, when possible) less than three years old.	Ongoing	Cabnology	Tech Department	Donated equipment is accepted if it meets minimum performance requirements, less than three years old.
	8. Grant Equipment: Present all grants involving technology to Cabnology before submission.	Ongoing	Cabnology	Tech Department	All equipment meets district performance specifications. Standardization is encouraged.
	9. Surplus Practice: Add equipment to surplus when it falls below District specifications. Disposal will fall under appropriate environmental guidelines.	Ongoing	Cabnology	Tech Department	Equipment that does not meet district specifications is no longer supported by district personnel.
	10. Warranties: Purchase extended warranties for servers with a value greater than $5,000.	Ongoing	Cabnology	Tech Department	Extended warranties purchased for servers valued over $5,000.
	11. Sniffing: Use network sniffing tools.	Ongoing	Cabnology	Tech Department	Network sniffing tools are used to both diagnose problems and establish performance matrices for preventative maintenance. Tools systematically monitor the network.
	12. Software deployment: Investigate software tools for software distribution, technical updates, and metering software use on District's computers.	Ongoing	Cabnology	Tech Department	Management software is used for all software distribution, technical updates, and for metering of the software use on district computers.

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G. Continued	13. Ghosting: Utilize ghosting or other imaging software.	Ongoing	Cabnology	Tech Department	Machines receive a Ghost image upon delivery. The images are used both for mass delivery and for trouble-shooting computers.
	14. Management: Provide Remote Computer Management.	Ongoing	Cabnology	Tech Department	Remote management is available for all computers and is used as a primary strategy of support.
	15. Work Orders: Continue to implement an electronic trouble ticketing system to prioritize resources and track repairs.	Ongoing	Cabnology	Tech Department	All technical issues are recorded and delegated to appropriate resources. All are tracked and evaluated through this system.
	16. Continue to implement an electronic inventory system.	Ongoing	Cabnology	Tech Department	All machines are surveyed on demand providing data for state reports and data based purchase decisions.
	17. Service Priorities: Continue to implement a list of priority areas for technical help deployment.	Ongoing	Cabnology	Tech Department	Priority list of people and initiatives requiring technical services developed and implemented.
	18. Contracted Support: Purchase contract support for major projects as needed.	Ongoing	Cabnology	Business Manager	Contract support for major projects and high level technical problems, but not for day-to-day operational issues.

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Goal 4. Assessment, Evaluation, and Publication: Assess, evaluate, and publicize the effects of technology use by educators and students toward student learning and achievement.

Strategy	Actions	Completion Date	Responsible Person	People Involved In Getting the Work Done	Method of Evaluation
A. Evaluate implementation of the Technology Plan annually.	1. Gather and analyze data to manage implementation of the technical elements (hardware, software, WAN, infrastructure) of the Technology Plan to align with state requirements.	Ongoing	Cabnology	District Technology Committee	The evaluation strategies portion of the Strategic Plan aligns with state guidelines. Cabnology and Technology Committees Agendas and document issues addressed.
	2. Central and building administrators review teachers' use of technology in the classroom to drive instruction, support instructional methodology and measure outcomes on a monthly basis as part of the Danielson Evaluation Model approved by the state.	Ongoing	Cabnology	District Technology Committee	The evaluation strategies portion of the Strategic Plan align with state guidelines. Cabnology and Technology Committees Agendas and document issues addressed. .

S.M.A.R.T. Goal:
During the 2012-2013 school year, the Moscow School District will further implement, revise and automate district procedures and processes for student information in specific special programs, including Homeless, English as a New Language, Special Education, Gifted, 504 and Title, to ensure an efficient system of input, export and analysis of data elements as required by the State's ISEE project, to ensure continued District funding

(S.M.A.R.T. Goals are: **S**pecific, **M**easurable, **A**ttainable, **R**esults oriented, and **T**ime bound)