



Building Bridges to the Future

Riverview School District

Riverview School District Technology Plan

School Board Approved: 4/24/2007 | OSPI Approved: 6/5/2007

Presented by Paul Censullo, Director of Technology

Riverview School District Tech Plan

2007 - 2010

Technology Vision Statement:

*Education today requires the knowledge and skills to utilize technology, and equitable and universal access to it.

In a society increasingly dependent on information and knowledge, equitable and universal access to technology, media and information resources are essential to the learning process.

With access to and proficiency in the use of these tools, and with the guidance of skilled educators and community members, all students have the opportunity to become actively engaged and take responsible roles in their learning as they think, create, conduct inquiries, solve problems and communicate in individual, collaborative and interdisciplinary settings.

As a result, students emerge as lifelong learners, productive members of the workforce, and citizens that can effectively contribute to our democratic way of life.

**(taken from the 2005 Washington State Educational Technology Plan)*

Action Plan

<p>Goal 1: SMART Goal:</p>	<p>Improving 8th Grade Student Tech Literacy By the Spring of 2010, 90% of all 8th grade students in the Riverview School District will be at the Tier 2 or Tier 3 level on the Technology Literacy indicator scale. (see Appendix C)</p>
<p>Strategy: Rationale:</p>	<p>Students will be given the opportunity to use technology across the curriculum for problem solving and for creating and presenting projects. Students need well developed technology skills to be successful in school project completion and presentation.</p>

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source				Who is Responsible?	Monitoring Effectiveness
Effective use of new equipment including new computer labs, LCD projectors, document cameras / Using technology as a learning tool for all students	In class and computer lab consultation and training by Secondary Tech Integration Specialist (STIS) and "Elementary Tech Integration Specialist" (ETIS) After school tech classes for teachers in curriculum specific areas	9/4/2007 - 6/1/2010	135000	/ Hardware	New computer labs for all schools (5)	/ Tech Levy	Secondary Tech Integration Specialist	8th Grade Tech Literacy Survey ("Pilot" self-assessment tool, developed by the Washington State Ed Tech Centers) Secondary Tech Integration Specialist, Elementary Tech Integration Specialist and Principal Observation
			360000	/ Other	Secondary Tech Integration Specialist (4 years)	/ Tech Levy	Elementary Tech Integration Specialist	
			200000	/ Hardware	LCD Projectors and Document Cameras for all classrooms	/ Tech Levy	Classroom Teachers Principals	
			330000	/ Other	Elementary Tech Integration Specialist (4 years)	/ Tech Levy	Director of Technology	
Procedures for evaluating success in reaching this goal			Yearly 8th grade Tech Literacy Survey as well as individual classroom assessment rubrics					

Goal 2: **Improving Teacher Integration of Technology**

SMART Goal: By the Spring of 2010, 50% of all Riverview teachers will be at the Tier 2 or Tier 3 level on the Technology Integration indicator scale. (see Appendix D)

Strategy: To increase the use of technology for problem solving and project based instruction by teachers for students

Rationale: So that technology becomes an integrative part of the teacher / student instructional model

Activities/Task	Professional Development	Timeline	Resources Amount / Type / Description / Funding Source				Who is Responsible?	Monitoring Effectiveness
Use technology (hardware and software) to support the Washington Student Learning Standards (EALRs) with problem solving and project based instruction. Instruction in classroom use of Document Cameras and LCD projectors	New Computer Labs Orientation In Class and Computer Lab Consultation and Training by "Elementary Tech Integration Specialist" (ETIS) and "Secondary Tech Integration Specialist" After School Classes	9/4/2007 - 6/1/2010	45,000	/ Training Costs	Staff Development (4 years)	/ Tech Levy	Elementary and Secondary Tech Integration Specialists Classroom Teachers Principals Director of Technology	Yearly Pilot "Tech Integration Survey" Elementary and Secondary Tech Integration Specialist observation Principals observation Staff Development Course Evaluations
Procedures for evaluating success in reaching this goal Yearly Teacher "Tech Integration Survey" as well as Tech Integration Specialists observations								

Inventory: The district has completed the current online technology inventory and will continue to do so annually.

CIPA Compliance: The district has completed the current Form 479 and will continue to do so annually.

District-Level Network and Telecommunications Plan - Part 1

District Technology Standards: The Riverview School District maintains a mostly Windows network, utilizing both PCs and a few Macintosh computers.

Our minimum specifications are:
 PC: Pentium III/IV/Celeron/ 1 GHz or higher
 Macintosh: G4/G5 1 GHz or higher
 Minimum specs for servers: Pentium IV 1.5 Ghz

Software used district-wide with main function noted:
 All Staff Workstations:

- Spreadsheets: MS Excel
- Presentation: MS PowerPoint
- Word-processing: MS Word
- E-mail: MS Outlook
- Web: Internet Explorer
- Antivirus: Norton Antivirus

Administrative Workstations may also include:
 Skyward Client Citrix ICA Client

Secondary Teacher Workstations also include:
 Grading Software Easy Grade Pro

In addition, a number of miscellaneous and specialized software packages are used at specific grade levels.

Budget Summary:

Yearly Operational Technology Budget

District Tech Support and Supplies Budget: \$47,000

District Tech Support Personnel Budget including Network Administrator and Building Tech Coordinators: \$70,000

Computer Tech Support Personnel / 2 positions (from Levy funds: \$70,000)

District-Level Network and Telecommunications Plan - Part 2

E-Rate – Priority One Requests

Voice, Data, Video and Other Priority One Capabilities	Purchase / Budget / Potential Funding Source(s)
1. Connect to district-wide fiber network	1. Fiber network build with King County iNet / \$230,000 / Tech Levy
2. Re-wire all schools to CAT6 Standard	2. Rewire budget for 5 schools / \$100,000 / Tech Levy Funds
3. Increase wireless access at all building	3. Wireless Access increase / \$30,000 / Tech Levy Funds
4. Upgrade district voice mail system	4. Voice mail/ \$55,000 / Tech Levy Funds
5. Install CCTV systems at Tolt Middle School and Cedarcrest High School	5. CCTV systems / \$43,000 / Tech Levy Funds

How will these services support your district's learning goals?

- These services will provide the bandwidth needed for the increased usage of educational services provided by outside sources that include fiscal data processing, student records management and access to hosted services.
- These services will provide an integrated communication system that can leverage existing systems to provide greater control and monitoring of new activities and provide more reliable communication with the staff we support, the community and within our building.

E-Rate – Priority Two Requests

Hardware/Software/Support	Purchase / Budget / Potential Funding Source(s)
1. Install new primary servers at each school site (5)	1. 5 Servers/ \$12,500 / Tech Levy Funds
2. Software for new servers	2. Software for new servers/ \$15,000 / Tech Levy
3. Support for Hardware and Software implementation	3. Two Support Positions / \$70,000 per year for 4 years / Tech Levy

How will these technology elements support your district's learning goals?

Each of these will allow for increased network capabilities and reliability along with more efficient student work storage.

Maintenance, Upgrade, and Support Strategies

Description of Maintenance/ Upgrade/Support Strategies	Purchase / Budget / Potential Funding Source(s)	Timeline
1. Monitor desktop computers to identify specific machines that need more maintenance than normal and replace them as per district maintenance schedule. Assumes 15- 30 computers will be replaced per year. 2. Also our district tech maintenance plan states that we assume a five-year useful life of our newer computers (current group purchased in 2005). We will add 188 new "replacement cycle" computers during the 2008-2010 school years	210 computer purchased / \$190,000 / Tech Levy Funds	110 new stations purchased in 2008-2009 110 new stations purchased in 2009-2010
3. Increase overall district Help Desk Support via the addition of 2 tech support positions	Two Support Positions / \$70,000 per year for 4 years / Tech Levy	2007 - 2011

How will these strategies support your district's learning goals?

A planned "refresh" of student and teacher computers provides reliability, predictability, and up to date computer tools. Increased Help Desk Support provides for faster response and less down time.

Process to Review and Update Your Entire Technology Plan

Progress Evaluation and Update Activities/Objectives	Person/Team Responsible	Timeline
1. Review the technology plan; identify progress and evaluate changes as needed;	Director of Technology / Building Technology Coordinators / Tech Support Team / Principals	Yearly
2. Tech Integration Assessment/ Assess integration of technology within the curriculum using surveys and assessment tools designed within the curriculum development process. Determine needs for in-servicing of teachers in the technology areas and develop appropriate content. Review staff input from the in-services and use assessment tools to gather data on student use of technology.	Director of Technology / District Tech Steering Committee / District Tech Integration Specialists (Elementary and Secondary / Director of Curriculum / Principals	Yearly
3. Technology Department Support / Provide leadership for staff development; -- Manage the technology grants and budgets to reflect the needs of the students and staff K-12; -- Stay current with developments and innovations in the field; -- Maintain current inventories and adjust as outlined in the plan; -- Provide service and repair to maintain equipment and networks; -- Help the technology director gather data for state and local reports.	Director of Technology / Building Technology Coordinators / Tech Support Team /	Yearly
4. District Leadership / -- Provide leadership and support for curriculum development; -- Provide leadership and support on technology integration; -- Provide leadership and training in assessment -- Review and promote district educational goals.	The Superintendent, School Board, Curriculum Director, and District Technology Steering committee	Yearly

Appendix

Appendix Documents Provided:

Title
A. Individual Building and Program Technology Plans (1 Year)
B. 2007 Riverview School District Survey Results (8th Grade Literacy and Tech Integration)
C. Tiers of 8th Grade Tech Literacy
D. Tiers of Teacher Technology Integration

APPENDIX A: 2007-2010 TECHNOLOGY PLAN BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN

CEDARCREST HIGH SCHOOL

RIVERVIEW SCHOOL DISTRICT

Goal Title: Increase Teacher “Tech Integration” in Classrooms

SMART Goal Statement: Based on the 2007 CHS Teacher “Tech Integration Survey”, CHS teachers will increase their self report by 10% from Tier 1 status (35) to Tier 2 status (5) and by 20% from Tier 2 to Tier 3 (7) as measured by the 2008 “Tech Integration Survey”

Strategy: To increase the use of technology for problem solving and project based instruction by teachers for students

Rationale: So that technology becomes an integrative part of the teacher / student instructional model

Evaluation Procedure: Moving Teachers/Classrooms from Tier 1 to Tier 2 and 3 on the “Tech Integration Survey”

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Use technology (hardware and software) to support the Cedarcrest High School Curriculum in problem solving and project based instruction.	In Class and Computer Lab Consultation and Training by “Secondary Tech Integration Specialist” (STIS) After School Classes	Pilot “Tech Integration Survey” Principal and STIS Observation; Course Evaluations	Secondary Tech Integration Specialist Classroom Teachers Principal	Sept.1, 2007 – June 20, 2008	30 new computers for new computer lab / Hardware and Software New Secondary Technology Integration Specialist / Resource Personnel	30 computers - \$27,000 from Tech Levy \$90,000 from Tech Levy

Check one of these statements (depending upon the length of your building’s SIP plan):

- X** Our building’s school improvement plan is for one year only. We will complete and submit this updated form as we update our SIP plan each year.
- Our building’s school improvement plan is for two years only. We will complete and submit this updated form as we update our SIP plan in two years.
- Our building’s school improvement plan is for three years, and will not need to be updated during the district’s 3-year technology plan.

2007-2010 TECHNOLOGY PLAN

BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN

DISTRICT NAME: RIVERVIEW

BUILDING NAME: TOLT MIDDLE SCHOOL

Goal Title: Staff: Instructional Presentation and Student Productivity

SMART Goal Statement: Based on the 2007 Tech Integration Survey, Tolt Middle School Teachers will increase classroom Technology Integration perception by 10% from Tier 1 to Tier 2 as measured by the 2008 “Technology Integration Survey”

Strategy: To increase the use of technology as part of the instructional process

Rationale: So that technology becomes an integrative part of the lesson design

Evaluation Procedure: Moving from Tier 1 to Tier 3 on the “Technology Integration Survey”

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Identify, adapt, and utilize existing tech resources to staff (software and equipment)	In Class and Computer Lab Consultation and Training by “Secondary Tech Integration Specialist” (STIS)	Pilot “Tech Integration Survey” STIS and Teacher Observation;	Secondary Tech Integration Specialist Classroom Teachers	Sept.1, 2007 – June 20, 2008	Secondary Tech Integration Specialist / Personnel	\$90,000 from Tech Levy
Provide training opportunities specific to teacher needs	After school and classroom consultation	Pilot “Tech Integration Survey” Course Evaluations	Secondary Tech Integration Specialist Classroom Teachers	Sept.1, 2007 – June 20, 2008	Secondary Tech Integration Specialist / Personnel Staff Dev. Funds	STIS provided by the Tech Levy \$2000 Staff Development funds from Tech Levy

Check one of these statements (depending upon the length of your building’s SIP plan):

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2007-2010 TECHNOLOGY PLAN

BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN

DISTRICT NAME: RIVERVIEW

BUILDING NAME: TOLT MIDDLE SCHOOL

Goal Title: Student: 8th Grade Tech Literacy

SMART Goal Statement: Based on the 2007 8th Grade Tech Literacy Survey, Tolt 8th grade students will maintain and/or increase their self report by 10% from Tier 2 to Tier 3 as measured by the 2008 “8th Grade Tech Literacy Survey”

Strategy: To increase the use of technology for authentic problem solving and creating projects

Rationale: So that technology becomes an integrative part of product completion

Evaluation Procedure: Moving from Tier 2 to Tier 3 on the “8th Grade Tech Literacy Survey”

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Effective use of new equipment including new computer labs, digital cameras, document cameras / Using technology as a learning tool for all students	In Class and Computer Lab Consultation and Training by “Secondary Tech Integration Specialist” (STIS) After School Classes	Pilot “8 th Grade Tech Literacy Survey” STIS and Principal Observation;	Secondary Tech Integration Specialist District Tech Director Principal	Sept.1, 2007 – June 20, 2008	30 new computers for new computer lab / Hardware and Software New Secondary Technology Integration Specialist / Resource Personnel	30 computers - \$27,000 from Tech Levy \$90,000 from Tech Levy
Webquests (Subject Specific Internet Based Projects)	After school and classroom consultation	Pilot “8 th Grade Tech Literacy Survey” STIS and Principal Observation;	Classroom Teachers Secondary Tech Integration Specialist	Sept.1, 2007 – June 20, 2008	New Secondary Technology Integration Specialist / Resource Personnel	\$90,000 from Tech Levy \$2000 Staff Development funds from Tech Levy

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- Our building’s school improvement plan is for two years only. We will complete and submit this updated form as we update our SIP plan in two years.
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2007-2010 TECHNOLOGY PLAN

BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN

CHERRY VALLEY ELEMENTARY SCHOOL

RIVERVIEW SCHOOL DISTRICT

Goal Title: Increase Teacher “Tech Integration” in Classrooms and the Lab

SMART Goal Statement: Based on the 2007 CV Teacher “Tech Integration Survey”, CV teachers will increase their self report by 20% from Tier 1 status to Tier 2 status and by 10% from Tier 2 to Tier 3 as measured by the 2008 “Tech Integration Survey”

Strategy: To increase the use of technology for problem solving and project based instruction by teachers for students

Rationale: So that technology becomes an integrative part of the teacher / student instructional model

Evaluation Procedure: Moving Teachers/Classrooms from Tier 1 to Tier 2 and 3 on the “Tech Integration Survey”

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Use technology (hardware and software) to support the Math, Reading, and Writing Curriculum in problem solving and project based instruction. Instruction in classroom use of Document Cameras and LCD projectors	New Computer Labs Orientation In Class and Computer Lab Consultation and Training by “Elementary Tech Integration Specialist” (ETIS) After School Classes	Pilot “Tech Integration Survey” Principal and ETIS Observation; Course Evaluations	Elementary Tech Integration Specialist Classroom Teachers Principal	Sept.1, 2007 – June 20, 2008	30 new computers for new computer lab / Hardware and Software	30 computers - \$27,000 from Tech Levy
New and Existing Software Implementation: <ul style="list-style-type: none"> ▪ Math Investigations Software / School Kit Software ▪ Investigate other math /reading/ keyboarding software ▪ CPT day for staff instruction 	In Class and Computer Lab Consultation and Training by ETIS	Principal and ETIS Observation; Teacher Observation; Course Evaluations	ETIS Building Technology Coordinator	Sept.1, 2007 – June 20, 2008	New software for content areas	Software - \$2,000 from Tech Levy

Check one of these statements (depending upon the length of your building’s SIP plan):

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2007-2010 TECHNOLOGY PLAN

BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN

STILLWATER ELEMENTARY SCHOOL

RIVERVIEW SCHOOL DISTRICT

Goal Title: Math

SMART Goal Statement: By the Spring of 2008, Stillwater Students in grades 3, 4, 5 will demonstrate improvement in overall math skills as evidenced by 3% - 5% improvement on the Math WASL

Strategy: To use technology effectively for problem-based learning in mathematics

Rationale: A meta-analysis that examined the impact of technology on student learning found increased teacher-student interaction, cooperative learning, and most important, problem solving and inquiry. One essential condition for student learning to take place: Computers should be used less for drill and practice in the classroom and more as open-ended thinking tools and content resources. (Statham & Torell, 1996).

Evaluation Procedure: Comparison of 2007 and 2008 WASL Scores in Math

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Use technology (hardware and software) to support the Investigations Math Curriculum	New Laptop Computers Orientation In Class and Computer Lab Consultation and Training by Elementary Tech Integration Specialist After School Classes	Course Evaluation; Teacher Observation; 3rd , 4th, 5th Grade WASL Scores	Elementary Tech Integration Specialist Classroom Teachers	Sept.1, 2007 – June 20, 2008	30 new computers in computer lab / Hardware and Software	30 computers - \$27,000 from Tech Levy
School Kit Software / Math Analysis Tools Investigate other math software CPT day	In Class and Computer Lab Consultation and Training by ETIS	Course Evaluations; Principal Observation; PILOT tool	ETIS Building Technology Coordinator	Sept.1, 2007 – June 20, 2008	software for content areas	Software - \$2,000 from Tech Levy

Check one of these statements (depending upon the length of your building's SIP plan):

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2007-2010 TECHNOLOGY PLAN

BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN

CARNATION ELEMENTARY SCHOOL

RIVERVIEW SCHOOL DISTRICT

Goal Title: Math

SMART Goal Statement: CE Students will improve their math skills in the areas of: measurement, geometry, probability and statistics, as measured by the WASL with special emphasis on struggling learners (ELL and low income). Currently 78.7% of 3rd graders (2006) meet or exceeded the standard in math

Strategy: To use technology effectively for problem-based learning in mathematics.

Rationale: According to WASL trend data from the past 5 years, Carnation Elementary students have struggled with the geometry portion of the WASL, more than other areas, and need further instruction in that area

Evaluation Procedure: Comparison of 2007 and 2008 WASL Scores

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Use technology (hardware and software) to support the Investigations Math Curriculum with special emphasis on math geometry	New Computer Labs Orientation In Class and Computer Lab Consultation and Training by Elementary Tech Integration Specialist After School Classes	Course Evaluation; Teacher Observation; 3rd , 4th, 5th Grade WASL Scores	Elementary Tech Integration Specialist Classroom Teachers	Sept.1, 2007 – June 20, 2008	30 new computers for new computer lab / Hardware and Software	30 computers - \$27,000 from Tech Levy
School Kit Software / Math Analysis Tools Investigate other math software CPT day	In Class and Computer Lab Consultation and Training by ETIS	Course Evaluations; Principal Observation; PILOT tool	ETIS Building Technology Coordinator	Sept.1, 2007 – June 20, 2008	software for content areas	Software - \$2,000 from Tech Levy

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2007-2010 TECHNOLOGY PLAN
BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN
EAGLE ROCK MULTI-AGE PROGRAM RIVERVIEW SCHOOL DISTRICT

Goal Title: Reading

SMART Goal Statement: Students will show improvement of 10% or more in the area of analysis and interpretation of both literary and informational text as measured by the Reading WASL

Strategy: To use technology effectively to improve reading analysis and interpretation

Rationale: Currently 81.8% of Eagle Rock 3rd grade students passed the reading WASL, with lowest sub areas being the Analysis and Interpretation of Literary Text (63.6%) and Informational Text (54.5%)

Evaluation Procedure: Comparison of 2007 and 2008 WASL Scores in Reading

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Use technology (hardware and software) to support the Reading Curriculum with special emphasis on literary and information text (e.g., via PowerPoint expository and online research and analysis)	New Laptop Computers Orientation In Class and Computer Lab Consultation and Training by Elementary Tech Integration Specialist After School Classes	Course Evaluation; Teacher Observation; 3rd , 4th, 5th Grade WASL Scores in Reading	Elementary Tech Integration Specialist Classroom Teachers	Sept.1, 2007 – June 20, 2008	9 new laptop computers in computer lab / hardware and software Document Camera Projector for lab / hardware	9 computers - \$9,000 from Tech Levy \$1400 from Tech Levy

Check one of these statements (depending upon the length of your building's SIP plan):

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2007-2010 TECHNOLOGY PLAN

BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN

BUILDING / PROGRAM NAME: PARADE PROGRAM DISTRICT NAME: RIVERVIEW

Goal Title: 8th Grade Tech Literacy

SMART Goal Statement: By the Spring of 2008, 90% of all 8th grade students in the PARADE program will be at the Tier 2 or Tier 3 level on the Technology Literacy indicator scale.

Strategy: To increase the use of technology for authentic problem solving and creating projects

Rationale: So that technology becomes an integrative part of product completion

Evaluation Procedure: Yearly 8th grade Tech Literacy Survey as well as individual classroom assessment rubrics

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Effective use of new equipment including new computer laptop carts, digital cameras, document cameras / Using technology as a learning tool for all students to support the curriculum	In Class and Computer Lab Consultation and Training by "Secondary Tech Integration Specialist" (STIS) After School Classes	Pilot "8 th Grade Tech Literacy Survey" STIS and Teacher Observation;	Secondary Tech Integration Specialist District Tech Director PARADE Program Manager	Sept. 1, 2007 – June 20, 2008	9 new laptop computers and cart for new mobile lab / Hardware and Software New Secondary Technology Integration Specialist / Resource Personnel	9 laptop computers and cart - \$10,000 from Tech Levy \$90,000 from Tech Levy (shared from Tolt and CHS)

Check one of these statements (depending upon the length of your building's SIP plan):

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2007-2010 TECHNOLOGY PLAN

BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN

PROGRAM: CLIP PROGRAM

DISTRICT: RIVERVIEW SCHOOL DISTRICT

Goal Title: Increasing Student Success via NovaNet Online Credit Retrieval Program

SMART Goal Statement: Increase the % of Clip students meeting standard in reading and math in the WASL by 10%

Strategy: To use technology effectively to help Clip students recover lost credits and improve test scores

Rationale: NovaNet's extensive correlations to state and standardized tests allow students to have a fully customized curriculum and provides targeted instruction to ensure accountability. With a comprehensive, flexible format, NovaNET meets a variety of program needs.

Evaluation Procedure: Comparison of 2007 and 2008 WASL Scores in Reading and Math for Clip students

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Increase access to NovaNet Online Credit Retrieval Program by adding new 4 "ports". This helps to: <ul style="list-style-type: none"> ▪ Reach struggling students and recover lost credits ▪ Increase graduation rates and reduce dropout rates ▪ Prepare students for state and standardized tests 	NovaNet Training for classroom teachers where appropriate (new teachers, updated versions of the program)	Course Evaluation; Teacher Observation; WASL Scores in Reading and Math	CLIP Classroom Teacher	Sept.1, 2007 – June 20, 2008	4 new ports / software	\$4000 from Tech Levy

Check one of these statements (depending upon the length of your building's SIP plan):

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Appendix B. Riverview School District - 2007 PILOT Survey Results

3/15/2007

8th Grade Tech Literacy

Students

Tier 1	Tier 2	Tier 3	
24	85	96	205 Total Students Taking Survey
12%	41%	47%	Percent

Technology Integration Survey

District Teachers

Tier 1	Tier 2	Tier 3	
84	11	19	114 Total Teachers Taking Survey
74%	10%	17%	Percent

State Teachers

Tier 1	Tier 2	Tier 3	
13610	1859	418	15887 Total Teachers Taking Survey
86%	12%	3%	Percent

Appendix C – Tiers of 8th Grade Tech Literacy

National Educational Technology Standards (NETS) for Students	Tier 1: Personal use and communication	Tier 2: Access, collect, manage, integrate, and evaluate information	Tier 3: Solve problems and create solutions
	Students in all tiers will use technology to build and share knowledge and to improve and enhance learning in all subject areas and experiences.		
8th Grade Performance Indicators. Students will:	This tier focuses on students using technology to complete school work and for personal use.	This tier involves students using technology for research and/or public presentations.	This tier involves students using technology for authentic problem-solving and creating products.
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (NETS 4, 5, & 6)	**	Students create, publish and/or present products for an assigned project (e.g., <i>create effective PowerPoint or digital video presentations, post webpages of class work</i>).	Students initiate projects, design and develop content, and construct web-based and/or other electronic products (e.g., <i>construct and publish a WebQuest, create a Flash movie</i>).
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (NETS 4 & 5)	**	Students use telecommunications tools to access or exchange information for an assigned project (e.g., <i>e-mail a subject-matter expert</i>).	Students work collaboratively using technology to develop and share ideas or information (e.g., <i>use web-based collaborative tools such as wikis, discussion boards, weblogs; use interactive whiteboard for classroom brainstorming</i>).
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (NETS 5 & 6)	Students select from a limited set of technology tools to complete assigned work (e.g., <i>use a spreadsheet to represent data</i>).	Students select from a variety of teacher-defined technology tools to solve specific problems or present results (e.g., <i>choose between PowerPoint and iMovie to present information to the class</i>).	Students identify, evaluate, and select appropriate technology tools to solve problems or create products (e.g., <i>based upon a desired end-product, some students select MovieMaker to create a video presentation while others select Publisher to create a brochure</i>).
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (NETS 1 & 2)	Students understand basics of file storage, file formats, and networking (e.g., <i>understand the use of "save as" to change file format; back up files regularly</i>).	**	Students explore various ways that information and technology resources can be combined, personalized, or re-purposed to develop and promote understanding (e.g., <i>edit content and change format of audio file to create a podcast</i>).
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (NETS 2, 5, & 6)	Students apply search strategies to find relevant online information (e.g., <i>conduct a Boolean search to find information for an assignment</i>).	Students search, collect, and evaluate the accuracy and relevance of information from electronic resources (e.g., <i>check the credentials of the online source or look for supporting evidence</i>).	Students evaluate information from a variety of electronic resources for appropriateness, comprehensiveness, and bias (e.g., <i>understand the potential bias of a sponsored link</i>).

**Performance Indicator does not apply to this tier.

Appendix D: Teachers: Tiers of Technology Integration into the Classroom Indicators

	Tier 1: Teacher Focus on Productivity	Tier 2: Instructional Presentation and Student Productivity	Tier 3: Powerful Student-Centered 21st Century Learning Environment
	This tier focuses on the teacher using technology to get their job done.	This tier involves teacher facilitation of large group learning activities and student productivity use of technology.	This tier promotes students to be actively engaged in using technology in individual and collaborative learning activities.
Observable Indicators	<p>Teachers:</p> <ul style="list-style-type: none"> • Locate standards using electronic tools to align lessons (e.g., use the online Grade-Level Resources site and locate EALRs/GLEs on OSPI website) • Find instructional resources on the Internet (e.g., find lesson resources at Marco Polo, district, or state websites) • Produce, store, and retrieve learning materials electronically (e.g., create lesson plans in Word and store them on file server, create and print handouts for students that can be saved and modified in future years) • Keep/organize student information, grades more effectively (e.g., use electronic gradebook, extract achievement data from student information system, graph student progress using Excel) • Communicate information to parents and students via web or e-mail (e.g., post upcoming events or assignments on school webpage) • Communicate quickly with e-mail (e.g., respond to e-mail from parents, learn about school meetings and events via internal e-mail) 	<p>Teachers:</p> <ul style="list-style-type: none"> • Conduct one-computer classroom lessons (e.g., use software such as Decisions, Decisions and Timeliner by Tom Snyder, lead virtual field trips to museums using K-20 Network) • Deliver presentations with graphics and sound (e.g., teachers use software such as PowerPoint, Keynote, or audio production software) • Lead students in brainstorming and sharing ideas (e.g., teachers use word processing programs or software such as Inspiration, use Intel Visual Ranking website) • Represent information visually (e.g., teachers create graphs in Excel or with a graphing calculator to visually represent chemical interactions) • Facilitate group discussions and lessons (e.g., teachers use interactive whiteboards, LCD projectors, student response systems) • Have students write papers and reports on assigned topics using computers or “smart keyboards” such as AlphaSmarts (e.g., require that all student papers must be word-processed) • Create scaffolding for student projects (e.g., teachers provide students with writing prompts or project templates) • Facilitate students using technology for assessment (e.g., teachers use online quizzes or diagnostic tools, graph and analyze progress with class using Excel) • Interactively communicate with parents and students (e.g., teachers initiate and respond to e-mail, conduct on-line surveys, interact through website) 	<p>Teachers enable students to:</p> <ul style="list-style-type: none"> • Create and use online resources to facilitate inquiry (e.g., students create and use online resources such as WebQuests) • Engage in inquiry-based projects driven by essential questions (e.g., students create major research projects such as Big 6 essential question projects) • Direct their own use of technology (e.g., students stay current with new information through tools such as RSS feeds) • Research, analyze data and problem-solve in a global context (e.g., student engage in projects such as ThinkQuest with classrooms in other states or countries) • Engage in individual or collaborative project-based learning (e.g., students engage in real-world projects and problem-solving using email or websites) • Use modeling and simulations (e.g., students conduct simulations using online resources) • Write, develop and publish individual and collaborative products (e.g., students publish projects online to be reviewed by parents or peers) • Invent products through programming or production (e.g., students produce how-to videos or movies to share with others) • Create scaffolding for their own projects (e.g., students create writing prompts or project templates) • Are involved with their parents and teachers in the analysis of student data and meeting standards, or participate in developing their own learning plans (e.g., students use classroom-based assessments and assess their own work) • Initiate communication with parents, teachers, community members, or other students (e.g., students display self-directed communication through tools such as weblogs)