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*This plan is submitted by Paul Censullo, Director of Technology with assistance from the Riverview School District Technology Steering Committee, the Riverview Curriculum and Instruction Department, and Building SIP members.

*The Plan was approved by the Riverview School District Board of Directors on April 27, 2004 and by OSPI on June 6, 2004
April 28, 2004

Conn McQuinn
Director of Educational Technology Support
Puget Sound ESD 121
400 SW 152nd St.
Burien, WA 98166-2209

Dear Mr. McQuinn:


The Board of Directors fully supports student learning and the role that technology plays in that effort. The Board will provide strong philosophical support for the Technology and Learning Plan, as well as funding and resources during the three-year duration of the plan.

We, as a Board, are committed to continuous review and revision of this Technology and Learning Plan.

Sincerely,

Dan Pflugrath, President
Riverview School District Board of Directors

DP:cl
Our Mission / Vision / Beliefs

Riverview School District Mission Statement

The Riverview School District, as an extension of the greater community and working in tandem with the family, will educate all children to become responsible citizens with a passion for learning, a foundation of skills, knowledge and experience, and with the creativity and resiliency to thrive in a dynamic world.

In accordance with this mission, our district Strategic Plan (November 10th, 2003) seeks to provide a critical framework for student success. Its first goal is the following:

**Goal 1:** Provide an aligned, articulated K-12 curriculum that is assessed and ensures student success in meeting or exceeding district and state academic standards.

Within this goal we view the use of technology as a tool to help “assess K-12 curriculum and student performance” (Objective 1B) by defining its role in each School Improvement Plan (SIP).

Our Technology Vision Statement (*taken from the Washington State Educational Tech Plan*)

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.

**Furthermore, we believe:**

Students should have the understanding of technology and tools necessary to function as learners of the present and citizens of the future. Ultimately, technological advances influence all aspects of education – not only the nature of student learning but also the curriculum, teaching, organization of schools and the operation of the educational system.
SECTION 4 | DISTRICT-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN
## 4A. District-Level Technology and Learning Implementation Plan – District Level Goals

### Instructional Learning Goal: Ensure equity of access to technology so as to improve student success (District Strategic Plan Goal 1) and to meet the requirements in “No Child Left Behind” that students are “technologically literate”

<table>
<thead>
<tr>
<th>School Year</th>
<th>Activity</th>
<th>District Person(s) Responsible</th>
<th>Hardware (HW), Software (SW), &amp; Tech Support (TS) Needs</th>
<th>Professional Development (PD) Needs</th>
<th>District Purchase / Budget / Potential Funding Source(s)</th>
<th>Evaluation Strategies and/or Tools</th>
</tr>
</thead>
</table>
| Year 1: 2004-2005 | -- Through a combination of district, building and tech levy resources, increase the access to technology for all students  
-- Increase access to technology in Alternative Programs  
-- Increase tech access to students in Special Education and HS Science | -- Director of Technology  
-- RSD Tech Steering Committee  
-- RSD Tech Department  
-- District Tech Trainers  
- RSD Curriculum Department | HW: New library computers in all schools (40 computers, some of which can be wireless laptops on mobile carts)  
New mini labs at PARADE/CLIP/ERMA (30)  
SW: software licenses for area specific computers (elementary, secondary, libraries, special ed., science) | -- Staff development for Special Education software and High School Science “Data Mining” program  
- Ongoing training at district level on using technology as a teaching tool  
- T2CI Peer Coaching Program | HW: 70 computers - $63,000 from Tech Levy  
SW: Software for 70 computers - $10,500 from Tech Levy  
TS: New Tech Support - $33,000  
PD: Ongoing staff development classes for technology integration and peer coaching program- $11,400 from district Curriculum Department and $3000 from Title IID | Principal and Tech Department Observations  
Course Evaluations  
Training Evaluations  
Help Desk Logs |
| Year 2: 2005-2006 | -- Further increase the access to technology for all students  
- Technology Training for all staff in the use of technology as a teaching tool to improve student learning | -- Director of Technology  
-- RSD Tech Steering Committee  
-- RSD Tech Department  
-- District Tech Trainers | HW: One new computer in each classroom, district-wide (160), LCD projectors (35)  
New computer labs at CHS and TMS (60 computers, some or all of which can be wireless laptops on mobile carts)  
SW: software licenses for area specific computers (elementary, secondary) | - Ongoing training at district level on using technology as a teaching tool | HW: 220 computers - $242,000 from Tech Levy  
LCD Projectors and Doc cameras = $53,700 from Tech Levy  
SW: Software for 220 computers - $33,000 from Tech Levy  
TS: New Tech Support - $50,000  
PD: Ongoing staff development classes for technology integration - $64,000 from Tech Levy | Principal Observations  
PILOT tool  
Course Evaluations  
Student Surveys  
District Tech Competencies Rubric |
| Year 3: 2006-2007 | -- Further increase the access to technology for all students  
- Technology Training for all staff in the use of technology as a teaching tool to improve student learning | -- Director of Technology  
-- RSD Tech Steering Committee  
-- RSD Tech Department  
-- District Tech Trainers | HW: One additional new computer in each classroom (145) | - Ongoing training at district level on using technology as a teaching tool | HW: 145 computers - $130,500 from Tech Levy  
TS: New Tech Support - $17,000  
PD: Ongoing staff development classes for technology integration - $64,000 | Principal Observations  
PILOT tool  
Course Evaluations  
Student Surveys  
District Tech Competencies Rubric |

Identify the type(s) of instructional and technical support that will be provided to help meet this learning goal.

The District Technology Department will provide resources and training in hardware and software use, as well as on-going support and building-level coordination for technology integration in the classroom.

**Year 1:**
- **What actions will occur? What steps will staff take to achieve this goal?**
- **Who will provide leadership? Who will do the work to make sure that this activity occurs?**
- **What is the cost of the additional HW, SW, TS and PD needed to reach this goal at the district level? Identify all revenue sources that will be used.**

**Year 2:**
- **What actions will occur? What steps will staff take to achieve this goal?**
- **Who will provide leadership? Who will do the work to make sure that this activity occurs?**
- **What is the cost of the additional HW, SW, TS and PD needed to reach this goal at the district level? Identify all revenue sources that will be used.**

**Year 3:**
- **What actions will occur? What steps will staff take to achieve this goal?**
- **Who will provide leadership? Who will do the work to make sure that this activity occurs?**
- **What is the cost of the additional HW, SW, TS and PD needed to reach this goal at the district level? Identify all revenue sources that will be used.**
**Professional Development Plan:** The district will assist the buildings in reaching their instructional learning goals by effective technology and learning coaches in their buildings.

<table>
<thead>
<tr>
<th>Professional Development Plan</th>
<th>Budget and Funding Sources</th>
<th>Review and Update Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe the district’s professional development plan, its implementation, and target audience. Professional development should tie directly to learning goals, National Education Technology Standards (NETS) for Teachers, Washington EALRs, and the Nine Characteristics of Highly Effective Schools.</strong></td>
<td><strong>Estimate the cost of professional development that will be provided at the district level. Identify expected revenue sources as well.</strong></td>
<td><strong>Describe how you will review the effectiveness of the professional development opportunities provided to those in your district.</strong></td>
</tr>
</tbody>
</table>

**Plan:**
- Continuation of our existing 3 year staff development plan for technology that focuses on creating a well trained staff. A plan that a) encourages the use of technology to help reach district adopted student learning goals; b) creates “technologically literate” students via the teaching of district tech competencies and c) encourages the use of computers to increase workplace productivity. Numerous and frequent classes are taught by district Technology Trainers and staff is provided with incentives for successful completion of classes.
- Eight classroom teachers will be released from their teaching duties for 15 days over the three years in order to participate in the T2CI professional development model.

This professional development plan meets the above criteria because it:
- Allows the selected staff to self-assess their current strengths and weaknesses using PILOT
- Allows the selected staff to plan their professional development, and select from a range of effective professional development options, with incentives and expectations clearly delineated.
- Provides models of effective instructional strategies and supports improved student learning, infuses technology into curriculum, and fosters those changes in the classroom.
- Focuses at the building-level, supports collaborative learning communities and on-going, job embedded coaching (Teaching+Technology Coaching Initiative Program, Nine Characteristics)
- Supports building-level leadership through teacher professional development, and the teachers participate in training to understand appropriate classroom environment. (Nine Characteristics)
- Aligns the curriculum, technology, and other professional development resources to have optimal impact (NETS-T)

- Basic costs for staff development technology classes (Tech Trainers, staff costs)
  - $8,000 in year 1 from Curriculum/Professional Development
  - $64,000 in year 2 and $64,000 in year 3 from Tech Levy
- District-wide Coaching Program
  - $3,000 from Title IID and $3,400 Curriculum \ Professor Development

**How will implementing this professional development plan help you reach your building and/or district goals?**

As the buildings implement their school improvement plans that include instructional technology solutions, teachers will acquire new skills in using technology as a teaching tool. Also the staff at each building will benefit from having an experienced, trained teacher in the building that can provide immediate assistance to other teachers who are just learning to infuse technology.
4C. DISTRICT-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN – NETWORK & TELECOM SERVICES:

PART 1 – TECHNOLOGY ASSESSMENT

1. Technology Assessment: The annual statewide, online technology assessment that is completed each year helps to meet the plan requirements for this section. Each district should also document its compliance with the Children’s Internet Protection Act (CIPA), identify district technology standards, and provide a continuous process for review and updating of those standards.

<table>
<thead>
<tr>
<th>District Inventory</th>
<th>CIPA Compliance</th>
<th>District Technology Standards</th>
<th>Review and Update Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The online inventory will be available beginning Nov 19, 2003, at this Web site: <a href="http://www.k12.wa.us/edtech/">www.k12.wa.us/edtech/</a></td>
<td>Check to see if your district has submitted Form 479 at <a href="http://www.k12.wa.us/edtech/">www.k12.wa.us/edtech/</a></td>
<td>Districts should either develop their own minimum standards for hardware and software, or adopt the state’s recommended standards for use in the district. The state’s recommended standards can be found at <a href="http://www.k12.wa.us/edtech/">www.k12.wa.us/edtech/</a>. Include information on how the standards will be updated in subsequent years.</td>
<td>Describe your process for reviewing and updating district technology standards.</td>
</tr>
</tbody>
</table>

- X Yes

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

- X Yes

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

Riverview School District maintains a mostly Windows network, but with some localized Macintosh computers. Our minimum specifications are:

- PC: Pentium II/III/IV/Celeron/AMD; 400 MHz or higher (running Windows 2000 with 128 MB of RAM)
- Macintosh: iMac, eMac, PowerBook G3/G4, iBook, or Mac G3/G4/G5; 350 MHz or higher Macs

Minimum specs for servers: Pentium III, 400 MHz or higher

Web services – Pentium III, 400 MHz or higher

Mail services – Pentium III, 400 MHz or higher

File services – Pentium III, 400 MHz or higher

Software purchased under an agreement that provides upgrades on a regular basis, will be upgraded per the agreement schedule.

Software used district-wide with main function noted:

- Databases ..................... MS SQL Server, Access and FileMaker Pro
- Spreadsheets .......................................................... MS Excel
- Presentation .......................................................... MS PowerPoint
- Word-processing ...................................................... MS Word
- Desktop Publishing ................................................ MS Publisher
- Vax Communication .............................................E-Term (Windows)
- E-mail .............................................................. MS Exchange Server 2000
- Antivirus .............................................................. Norton Antivirus
- Internet Filtering Software .................................. SurfControl

In addition, a number of miscellaneous and specialized software packages are used at specific grade levels. Our goal is to reduce the number of unique software packages used district-wide to reduce support costs.
### 2. Desired Services

In this section, provide a description of the services you most desire (e.g., voice, data, and video capabilities) and that support the building and district learning goals (please note, bandwidth issues need to be addressed in Part 4: Level of Connectivity).

<table>
<thead>
<tr>
<th>Voice, Data, Video and Other Capabilities</th>
<th>Professional Development Needs</th>
<th>Purchase / Budget / Potential Funding Source(s)</th>
<th>Review and Update Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate the level of new or increased services you would like to put in place, in the areas of voice, data, video, or other services needed.</td>
<td>Identify the type of PD that your staff will need to receive in order to provide these services or support them.</td>
<td>Estimate the cost of the services and professional development needed to support implementation. Identify all revenue sources that will be used.</td>
<td>Describe how you will review the effectiveness of services for your district.</td>
</tr>
<tr>
<td>1. Increase data bandwidth with addition of 2nd K-20 Data T1</td>
<td>None</td>
<td>$2500 per year per line - From General Fund and Tech Levy</td>
<td>Monitor usage</td>
</tr>
</tbody>
</table>

**How will these desired services help you reach your building and/or district 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.
# 4C. District-Level Technology and Learning Implementation Plan – Network & Telecom Services: Part 3 – Desired Technologies

## 3. Desired Technologies:
*Desired technologies are those technologies needed to provide or support the new or increased services identified in Part 2: Desired Services and/or to meet the learning goals identified at the building or district level as outlined in the plan.*

<table>
<thead>
<tr>
<th>Hardware</th>
<th>Software</th>
<th>Other</th>
<th>Professional Development Needs</th>
<th>Purchase / Budget / Potential Funding Source(s)</th>
<th>Review and Update Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Wireless Access to data networks in all of our buildings -- 50 Wireless Access Points</td>
<td>Wireless Encryption Software (WEP) for added security</td>
<td>Embedded, on-going staff training on use of wireless access systems</td>
<td>Identify the type of PD that your staff will need in order to support these technologies.</td>
<td>$12,000.00 for Wireless Access Points, wiring, and switches - from Tech Levy</td>
<td>Monitor server use and error logs. Conduct staff and student surveys</td>
</tr>
</tbody>
</table>

### Professional Development Needs

- Identify the type of PD that your staff will need in order to support these technologies.

## How will these desired services help you reach your building and/or district goals?

Wireless data networks in our buildings paired with among things, mobile laptop carts, will increase student and teacher access to technology tools and to enhance “anytime learning” opportunities.

In addition, these technologies will provide additional ways for internal and external communications.
### 4. Level of Connectivity: The level of connectivity is a description of transmission components (e.g., speed, number of connections, bandwidth, etc.).

<table>
<thead>
<tr>
<th>Connectivity Needs</th>
<th>Purchase / Budget / Potential Funding Source(s)</th>
<th>Review and Update Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the level of connectivity needed to support the new or increased services and technologies (include both LANs and WANs).</td>
<td>Estimate the cost of future connectivity needs to support implementation. Identify all revenue sources that will be used.</td>
<td>Describe how you will review the effectiveness and impact of selected levels of connectivity for your district.</td>
</tr>
<tr>
<td>Increase overall district bandwidth to 3MB (dual T1s) at Cedarcrest High School</td>
<td>$2,500 – General Fund and Tech Levy</td>
<td>We will use net flow technologies to monitor effective use of bandwidth. We also use packet shaping to optimize the use of bandwidth.</td>
</tr>
</tbody>
</table>

| How will these desired services help you reach your building and/or district goals? | Each of these services will allow for increased communication reliability and capabilities.                      |
**5. Maintenance, Upgrade and Support Strategy:** This section should articulate your maintenance and upgrade/reassignment/replacement plan for technology, telecommunication services and systems. Information in this section should relate back to the district or state standards established (see Part 1. Technology Assessment) and should include the technical support needs.

<table>
<thead>
<tr>
<th>Description of Maintenance/Upgrade Strategy</th>
<th>Purchase / Budget / Potential Funding Source(s)</th>
<th>Review and Update Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the way your district plans to maintain both new and existing technologies, as well as the long-term plan for upgrading, reassigning or replacing equipment.</td>
<td>Estimate the cost of maintenance and upgrades identified. Identify all revenue sources that will be used.</td>
<td>Describe how you will review the effectiveness of your maintenance and upgrade strategy for your district</td>
</tr>
</tbody>
</table>

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 (out of existing 125 older "non-standard" computers). Also our district tech maintenance plan states that we assume a six-year useful life of our newer computers (first group purchased in 2001). We will add 145 new “replacement cycle” computers in the 2006-2007 school year.

- Computer upgrades - $12,000 from District Tech budget.
- 145 new computers $145,000 from Tech Levy

Compare actual costs and support costs, over time, to ensure that maintenance schedule is cost effective and provides for increased productivity.

Increase overall district Help Desk Support via the addition of 2 tech support positions

- 2 support positions = $50,000 per year – Tech Levy, General Fund
- Annual Staff Survey of Tech Maintenance Effectiveness
- Help Desk Logs

**How will these desired services help you reach your building and/or district goals?**

These methods and strategies will provide faster support to the user by reducing complexity at the desktop, and provide a more stable infrastructure on which to work.
## 5. District-Level Technology and Learning Implementation Plan

### Review and Update Process

**Process to Review and Update Your Plan:** The Technology and Learning Plan is viewed as a “live” document. The technology committee will meet monthly, with the chair of the committee (the Director of Technology) taking a leadership role to guide the technology committee’s review of data collected and provide recommendations or adjustments to the process in subsequent years.

<table>
<thead>
<tr>
<th>Plan Review and Update Activities/Objectives</th>
<th>Person/Team Responsible</th>
<th>Purchases / Budget / Potential Funding Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a plan that outlines the district’s commitment to review and update the Technology and Learning Implementation Plan on a regular basis.</td>
<td>Identify the person(s) on staff who will be in charge of this activity by his/her/their role in the district.</td>
<td>Estimate any costs related to the review and update process that will be provided at the district level. Identify all revenue sources that will be used.</td>
</tr>
</tbody>
</table>
| -- Review the technology plan; identify progress and evaluate changes needed;  
  -- 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 Building Tech Coordinators (BTC’s) for on-site survey and evaluations | $2,000 – Title IID, General Fund Professional Development, and Tech Levy |
| -- 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 Tech Coordinators (BTC’s) District Technology Support Staff | $2,000 – General Fund and Technology Levy |
| -- Provide leadership and support for curriculum development;  
  -- Provide leadership and support on technology integration;  
  -- Provide leadership and training in assessment; and  
  -- Review and promote district educational goals. | The Superintendent, School Board, Curriculum Director, and District Technology Steering committee | None |

### How will implementing this review process help you reach your building and/or district goals?

**Success is determined by:**

-- Improvement of student scores on Washington State Assessments given at the 4th, 7th and 10th grade. This is our primary indicator of improved student learning.
-- Meeting and completing the benchmarks as outlined.
-- Meeting training goals, and positive evaluations of training from participants.
-- Successful implementation of skills curriculum.
<table>
<thead>
<tr>
<th>Item</th>
<th>Why are we including it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedarcrest High School Building-Level Technology and Learning Implementation Plan – Year 1 and 2</td>
<td>Required</td>
</tr>
<tr>
<td>Tolt Middle School Building-Level Technology and Learning Implementation Plan – Year 1 and 2</td>
<td>Required</td>
</tr>
<tr>
<td>Cherry Valley Elementary Building-Level Technology and Learning Implementation Plan – Year 1 and 2</td>
<td>Required</td>
</tr>
<tr>
<td>Stillwater Elementary Building-Level Technology and Learning Implementation Plan – Year 1 and 2</td>
<td>Required</td>
</tr>
<tr>
<td>Carnation Elementary Building-Level Technology and Learning Implementation Plan – Year 1 and 2</td>
<td>Required</td>
</tr>
<tr>
<td>Eagle Rock Multi-Age Program Building-Level Technology and Learning Implementation Plan – Year 1 and 2</td>
<td>Required</td>
</tr>
<tr>
<td>PARADE Program Building-Level Technology and Learning Implementation Plan – Year 1 and 2</td>
<td>Required</td>
</tr>
<tr>
<td>2004 – 2007 Riverview School District Technology Levy Implementation Plan</td>
<td>Describes proposed district wide implementation of voter approved Tech Levy (levy passed 2/3/04)</td>
</tr>
</tbody>
</table>
**Building-Level Technology and Learning Implementation Plan – 1 Year**

**Name of School:** Cedarcrest High School  
**Grades:** 9-12

**School Improvement Goal (taken from your building’s School Improvement Plan):** By 2008, all students graduating from Cedarcrest High School will have developed a comprehensive post high school plan.

**Technology and Learning Strategy:** To implement an electronic portfolio for freshman students that will store sample work, career profile, resume information, and post-secondary plans

**Rationale (Research):** Technology improves student performance when the application directly supports the curriculum objectives being assessed (CEO Forum on Education and Technology, 2001).

<table>
<thead>
<tr>
<th>School Year</th>
<th>Activity</th>
<th>Person(s) Responsible</th>
<th>Hardware (HW), Software (SW), &amp; Tech Support (TS) Needs</th>
<th>Professional Development (PD) Plan</th>
<th>Purchase / Budget / Potential Funding Source(s)</th>
<th>Evaluation Strategies and/or Tools</th>
</tr>
</thead>
</table>
| **Year 1: 2004-2005** | Visit other neighboring districts that are implementing e-folio  
Begin pilot implementation in 2004-2005 school year that leads students through the initial set-up of their student portfolio | Principal, Career and Tech Ed. Director, Department Heads, Career Specialist, e-Folio Team / Coordinator | (HW) additional computers  
(SW) e-Folio software purchase  
(TS) Tech department to insure connectivity | Training on e-Folio software | (HW) 8 new LRC computers = $8000.00  
(SW) e-Folio student licenses = $1556.00  
(PD) Professional Development = $2,000.00 (for release time and training classes on e-Folio) | 100% of pilot students will successfully meet the established standards of e-folio  
Principal Observation |

Our building’s school improvement plan is for one year only. We will complete and submit Year 2 and Year 3 Technology and Learning Implementations Plans as we update our SIP plan each year.

**x**

**SIP Team Leader Completing This Form:** Clarence Lavarias  
**Completion Date:** 3/15/04

**Other SIP Team Participants:** Rick Kinsley, Ray LaBate, Jennifer Meisberger, Paul Censullo
**Building-Level Technology and Learning Implementation Plan – 1 Year**

**Name of School:** Tolt Middle School  
**Grades:** 6-8

**School Improvement Goal (taken from your building’s School Improvement Plan):** To decrease the percentage of students not meeting standards (Level 1 and 2) by 25% based on 2001 WASL baseline as compared to the 7th grade 2005 WASL scores in math.

**Technology and Learning Strategy:** To use technology effectively with problem-based learning in math to improve the “Geometric Sense” strand of the 7th Grade WASL (1.3 Understand and apply concepts and procedures from geometric sense).

**Rationale (Research):** Technology improves student performance when the application directly supports the curriculum objectives being assessed (CEO Forum on Education and Technology, 2001).

<table>
<thead>
<tr>
<th>School Year</th>
<th>Activity</th>
<th>Person(s) Responsible</th>
<th>Hardware (HW), Software (SW), &amp; Tech Support (TS) Needs</th>
<th>Professional Development (PD) Plan</th>
<th>Purchase / Budget / Potential Funding Source(s)</th>
<th>Evaluation Strategies and/or Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: 2004-2005</td>
<td>Improve the teaching of adopted math curriculum with emphasis on improving the Geometric Sense strand</td>
<td>Principal, TMS Math Teachers</td>
<td>(SW) Geometer’s Sketchpad – school wide license (TS) Tech department install of software and support of class and lab computers</td>
<td>District Training on: “The Geometer’s Sketchpad” and Graphing Calculators for problem-based learning in math</td>
<td>(SW) Geometer’s Sketchpad = $1,299.95 (network site license) (PD) For release time and training classes on the math software = $2,000.00</td>
<td>Classroom Assessment Tools, Principal Observation, “Query” data analysis of 2005 7th grade Geometric Sense strand data</td>
</tr>
</tbody>
</table>

- Our building’s school improvement plan is for one year only. We will complete and submit Year 2 and Year 3 Technology and Learning Implementations Plans as we update our SIP plan each year.

*SIP Team Leader Completing This Form*

Janet Gavigan  
**Completion Date** 3/15/04

Other SIP Team Participants  
Sonja Handeland
**Building-Level Technology and Learning Implementation Plan – 1 Year**

**Name of School:** Cherry Valley Elementary School  
**Grades:** K-5

**School Improvement Goal (taken from your building’s School Improvement Plan):** Using District approved math curriculum, we will increase the number of Cherry Valley Elementary students working at or above grade level in math by 10%, as measured by teacher developed performance assessments and WASL scores.

**Technology and Learning Strategy:** To use technology effectively for problem-based learning in mathematics

**Rationale (Research):** Technology improves student performance when the application directly supports the curriculum objectives being assessed (CEO Forum on Education and Technology, 2001).

<table>
<thead>
<tr>
<th>School Year</th>
<th>Activity</th>
<th>Person(s) Responsible</th>
<th>Hardware (HW), Software (SW), &amp; Tech Support (TS) Needs</th>
<th>Professional Development (PD) Plan</th>
<th>Purchase / Budget / Potential Funding Source(s)</th>
<th>Evaluation Strategies and/or Tools</th>
</tr>
</thead>
</table>
| Year 1: 2004-2005 | Incorporate the use of problem-based learning into math curriculum  
Use math software including “Math Investigations” and “SchoolKit Rex” for problem-based learning | Technology Director  
Tech Trainers  
CV Teachers | (HW) computer lab (SW) Math Investigations and School Kit Software licenses (TS) Tech Trainers to Train CV Teachers | District Training on: Problem-based learning using “Math Investigations” and “SchoolKit Rex” | Software $495.00  
Professional Development $5,000.00 (for release time and training classes on the math software) | How will you evaluate the implementation of this strategy? What tool(s) will you use? |

- Our building’s school improvement plan is for one year only. We will complete and submit Year 2 and Year 3 Technology and Learning Implementations Plans as we update our SIP plan each year.

**SIP Team Leader Completing This Form:** Darcy Becker  
**Completion Date:** 3/15/04

**Other SIP Team Participants:** Sherry Baehler, Paul Censullo

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Darcy Becker

Sherry Baehler, Paul Censullo
**Building-Level Technology and Learning Implementation Plan – 1 Year**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Activity</th>
<th>Person(s) Responsible</th>
<th>Hardware (HW), Software (SW), &amp; Tech Support (TS) Needs</th>
<th>Professional Development (PD) Plan</th>
<th>Purchase / Budget / Potential Funding Source(s)</th>
<th>Evaluation Strategies and/or Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: 2004-2005</td>
<td>Incorporate the use of problem-based learning into math curriculum</td>
<td>Technology Director</td>
<td>SW Software Exploration Team SW Teachers</td>
<td>(HW) computer lab</td>
<td>Release Time for “Software Review Team” to investigate existing math software to improve math skills</td>
<td>Software = $3,000.00 Professional Development $2,000.00 (for release time and training classes on the math software) Funding Sources: - Tech Levy - Professional Development / Curriculum</td>
</tr>
</tbody>
</table>

Rationale (Research): Technology improves student performance when the application directly supports the curriculum objectives being assessed (CEO Forum on Education and Technology, 2001).

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x Our building’s school improvement plan is for one year only. We will complete and submit Year 2 and Year 3 Technology and Learning Implementations Plans as we update our SIP plan each year.

SIP Team Leader Completing This Form  Rich Dolven
Other SIP Team Participants  Krista Clowers, Diana LaBate, Sharon Nelson, Paul Censullo

Completion Date  3/15/04

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13
**School Improvement Goal (taken from your building’s School Improvement Plan):** Using District approved math curriculum, we will increase the number of Carnation Elementary students working at or above grade level in math by 10%, as measured by teacher developed performance assessments and WASL scores.

**Technology and Learning Strategy:** To use technology effectively for problem-based learning in mathematics

**Rationale (Research):** Technology improves student performance when the application directly supports the curriculum objectives being assessed (CEO Forum on Education and Technology, 2001).

<table>
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<tr>
<th>School Year</th>
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</thead>
<tbody>
<tr>
<td>Year 1: 2004-2005</td>
<td>Incorporate the use of problem-based learning into math curriculum</td>
<td>Technology Director, Tech Trainers, CE Teachers</td>
<td>(HW) computer lab (SW) Math Investigations and School Kit Software licenses (TS) Tech Trainers to Train CE Teachers</td>
<td>District Training: Problem-based learning using “Math Investigations” and “SchoolKit Rex”</td>
<td>Software = $495.00 Professional Development $5,000.00 (for release time and training classes on the math software)</td>
<td>How will you evaluate the implementation of this strategy? What tool(s) will you use?</td>
</tr>
</tbody>
</table>

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Our building’s school improvement plan is for one year only. We will complete and submit Year 2 and Year 3 Technology and Learning Implementations Plans as we update our SIP plan each year.
**Name of School:** Eagle Rock Multi-Age Program  
**Grades:** K-5

**School Improvement Goal (taken from your building’s School Improvement Plan):** ERMA Students will create a 5th grade culminating project that would articulate down into all grades to improve all areas of curriculum

**Technology and Learning Strategy:** To use technology effectively for project creation, design, research, and presentation

**Rationale (Research):** Technology improves student performance when the application directly supports the curriculum objectives being assessed (CEO Forum on Education and Technology, 2001).

<table>
<thead>
<tr>
<th>School Year</th>
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<th>Professional Development (PD) Plan</th>
<th>Purchase / Budget / Potential Funding Source(s)</th>
<th>Evaluation Strategies and/or Tools</th>
</tr>
</thead>
</table>
| Year 1: 2004-2005 | Using developmentally appropriate competencies (taken from the district tech competencies) each classroom will create a focus for the current year depending on the current class needs. Technology focus will be in keyboarding, research, and presentation tools. | ERMA Teachers Technology Director | (HW) new computer lab (10 new computers – some of which could be wireless)  
(SW) instructional computer for 10 computers  
(TS) Tech Department Setup | District Training on:  
Instructional Software with emphasis on using the computer lab to help students build skills that contribute to their culminating project | (HW) new computer lab = $ 10,000.00  
(SW) instructional software = $ 2,000.00  
(PD) release time and training classes = $ 2,000.00 | How will you evaluate the implementation of this strategy? What tool(s) will you use? |

_x_ Our building’s school improvement plan is for one year only. We will complete and submit Year 2 and Year 3 Technology and Learning Implementations Plans as we update our SIP plan each year.

**Jan Neigel**  
Completion Date 3/16/04

**Other SIP Team Participants**  
Judy Harris, Julie Taylor, Bill Alsdurf, , Brenda Williams, Sandy Aitken, Paul Censullo
Name of School: PARADE Alternative Program
Grades: K-12

School Improvement Goal (taken from your building’s School Improvement Plan): *Parents will have strong instructional skills in the core academic areas*

Technology and Learning Strategy: **To help parents use technology to enhance parent instructional skills**

Rationale (Research): Technology increases learning opportunities when students use computers at home to continue work initiated in school (Walker, Rockman, & Chessler, 2000).

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<tr>
<th>School Year</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Year 1: 2004-2005</td>
<td>Incorporate the use of technology in parent education for competence in word processing and internet use</td>
<td>PARADE Teachers Technology Director Tech Trainers (HW) computer lab with projector and printer support (1 inkjet, 1 laser, CD burner) (SW) Microsoft Office Productivity Software (TS) Tech Trainers to Train Parents</td>
<td>District Classes Consultation with District Tech Director</td>
<td>12 computers = $12,000. 1 laser printer = $500. 1 projector = $1,000. Software = $600. Tech Support = $1,200. (class per quarter) Funding Sources:  - Tech Levy  - Professional Development / Curriculum  - Program Funds</td>
<td>How will you evaluate the implementation of this strategy? What tool(s) will you use?</td>
<td></td>
</tr>
</tbody>
</table>

- parent self-assessment / pre and post survey
- teacher evaluation of quality of student work
- increase of technology use in projects

_x_ Our building’s school improvement plan is for one year only. We will complete and submit Year 2 and Year 3 Technology and Learning Implementations Plans as we update our SIP plan each year.

SIP Team Leader Completing This Form
Susie Marshall

Completion Date 12/17/03

Other SIP Team Participants Connie Schutte, Paul Censullo, Sharon Gauthier, Debbie Edwards
Year 2 Plans Updated
5/13/2005
**Building-Level Technology and Learning Implementation Plan – 1 Year**

**Name of School:** Cedarcrest High School  
**Grades:** 9-12

**School Improvement Goal (taken from your building’s School Improvement Plan):** By 2008, all students graduating from Cedarcrest High School will have developed a comprehensive post high school plan.

**Technology and Learning Strategy:** To implement an electronic portfolio for all students that will store sample work, career profile, resume information, and post-secondary plans

**Rationale (Research):** Technology improves student performance when the application directly supports the curriculum objectives being assessed (CEO Forum on Education and Technology, 2001).

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</tr>
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</table>
| Year 2: 2005-2006 | Continue implementation of e-Folio in 2005-2006 school year but adding next year’s Seniors and Freshman to this year’s Sophomores | Principal Career and Tech Ed. Director  
Department Heads  
Career Specialist  
e-Folio Team / Coordinator | (HW) additional computers  
(SW) e-Folio software purchase  
(TS) Tech department to insure connectivity | Training on e-Folio software | (SW) e-Folio student licenses = $1556.00  
(PD) Professional Development $2,000.00  
(for release time and training classes on e-Folio) | How will you evaluate the implementation of this strategy? What tool(s) will you use? |

**Evaluation Strategies and/or Tools**

- 100% of students will successfully meet the established standards of e-folio
- Principal Observation

_x_ Our building’s school improvement plan is for one year only. We will complete and submit Year 3 Technology and Learning Implementations Plans as we update our SIP plan next year.

**SIP Team Leader Completing This Form**

Clarence Lavarias  
Completion Date 5/13/2005

**Other SIP Team Participants**

Rick Kinsley, Ray LaBate, Mike Miyoysi, Paul Censullo
**Name of School:** Tolt Middle School  
**Grades:** 6-8

**School Improvement Goal (taken from your building's School Improvement Plan):** To decrease the percentage of students not meeting standards (Level 1 and 2) by 25% based on 2001 WASL baseline as compared to the 7th grade 2005 WASL scores in math

**Technology and Learning Strategy:** To use technology effectively with problem-based learning in math to improve the “Geometric Sense” strand of the 7th Grade WASL (1.3 Understand and apply concepts and procedures from geometric sense).

**Rationale (Research):** Technology improves student performance when the application directly supports the curriculum objectives being assessed (CEO Forum on Education and Technology, 2001).

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</table>
| Year 2: 2005-2006 | Improve the teaching of adopted math curriculum with emphasis on improving the Geometric Sense strand | Principal  
TMS Math Teachers | (TS) Tech department install of software and support of class and lab computers | District Training on: “The Geometer’s Sketchpad” and Graphing Calculators for problem-based learning in math | (PD) For release time and training classes on the math software = $2,000.00  
Funding Sources:  
- Tech Levy  
- Professional Development / Curriculum | Classroom Assessment Tools  
Principal Observation  
“Query” data analysis of 2005 7th grade Geometric Sense strand data |

_x_ Our building’s school improvement plan is for one year only. We will complete and submit Year 3 Technology and Learning Implementations Plans as we update our SIP plan next year.

SIP Team Leader Completing This Form: **Janet Gavigan**  
**Completion Date:** 5/13/2005

Other SIP Team Participants: **Sonja Handeland, Janet Gavigan, Marilyn Branthwaite**
# Building-Level Technology and Learning Implementation Plan – 1 Year

**Name of School:** Cherry Valley Elementary School  
**Grades:** K-5

**School Improvement Goal (taken from your building’s School Improvement Plan):** *Develop methods for engaging and educating parents and community about educational reforms and curriculum development*

**Technology and Learning Strategy:** *To use technology effectively for effective parent/school/community communication*

**Rationale (Research):** Technology programs designed to improve home – school connections typically result in significantly improved communications between parents and school (Penuel et al. 2002)

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</table>
| Year 2: 2005-2006 | Implement “Parent Organizer” school / home connections program for 2005-2006 school year | Principal Technology Director CV teachers and staff along with Parent Organizer staff | (SW)Parent Organizer software (TS) Training by Parent Organizer for all staff | School Training on: use of Parent Organizer and how it relates to school wide communications | Software = $1000.00  
Professional Development $1,000.00 (for release time and training classes)  
Funding Sources:  
- Tech Levy  
- Professional Development / Curriculum | How will you evaluate the implementation of this strategy? What tool(s) will you use? |

* _x_ Our building’s school improvement plan is for one year only. We will complete and submit Year 3 Technology and Learning Implementations Plans as we update our SIP plan next year. 

**SIP Team Leader Completing This Form:** Darcy Becker  
**Completion Date:** 5/13/2005

**Other SIP Team Participants:** Sherry Baehler, Paul Censullo
### Building-Level Technology and Learning Implementation Plan – 1 Year

**Name of School:** Stillwater Elementary School  
**Grades:** K-5

**School Improvement Goal (taken from your building’s School Improvement Plan):** Using District approved reading curriculum, we will increase the number of Stillwater Elementary students meeting the 4th WASL Reading standard by 10%

**Technology and Learning Strategy:** To effectively use technology to improve reading skills

**Rationale (Research):** Technology improves student performance when the application directly supports the curriculum objectives being assessed (CEO Forum on Education and Technology, 2001).

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</thead>
</table>
| Year 2: 2005-2006 | Incorporate the use of project-based learning into reading curriculum. Use reading software including “ActiveBook Reader” and “Reading A-Z” for project-based learning. | Technology Director, SW Teachers | (HW) computer lab (SW) ActiveBook Reader” and “Reading A-Z” Software licenses (TS) Tech Trainers to Train SW Teachers | District Training on: project-based learning using “ActiveBook Reader” and “Reading A-Z” | Software = $1000.00  
**Professional Development**  
$1,000.00 (for release time and training classes on the reading software)  
**Funding Sources:**  
Tech Levy  
**Professional Development / Curriculum** | How will you evaluate the implementation of this strategy? What tool(s) will you use? |

-x- Our building’s school improvement plan is for one year only. We will complete and submit Year 3 Technology and Learning Implementations Plans as we update our SIP plan next year.

**SIP Team Leader Completing This Form:** Rich Dolven  
**Completion Date:** 5/13/2005  
**Other SIP Team Participants:** Krista Clowers, Diana LaBate, Sharon Nelson, Paul Censullo
**Building-Level Technology and Learning Implementation Plan – 1 Year**

**Name of School:** Carnation Elementary School  
**Grades:** K-5

School Improvement Goal (taken from your building’s School Improvement Plan): *Using District approved reading curriculum, we will increase the number of Stillwater Elementary students meeting the 4th WASL Reading standard by 10%*

**Technology and Learning Strategy:** To effectively use technology to improve reading skills

**Rationale (Research):** Technology improves student performance when the application directly supports the curriculum objectives being assessed (CEO Forum on Education and Technology, 2001).

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</table>
| Year 2: 2005-2006 | Incorporate the use of project-based learning into reading curriculum  
Continue the use of reading software including “ActiveBook Reader” and “Reading A-Z” for project-based learning  
Additional training on Accelerated Reader | Technology Director  
CE Teachers  
District Tech Trainers | (HW) computer lab (SW) ActiveBook Reader and “Reading A-Z” Software licenses (TS) Tech Trainers to Train SW Teachers | District Training on: project-based learning using “ActiveBook Reader” and “Reading A-Z”  
Additional training on Accelerated Reader | Software $= 1000.00  
Professional Development $2,000.00 (for release time and training classes on the reading software) | Course Evaluation Principal. Observation PILOT tool |

*Our building’s school improvement plan is for one year only. We will complete and submit Year 3 Technology and Learning Implementations Plans as we update our SIP plan next year.*

SIP Team Member Completing this Form: Doug Poage  
Other SIP Team Participants: Kelly Owen, Joan Turchin, Paul Censullo  
Completion Date: 5/13/2005
Name of School: Eagle Rock Multi-Age Program  
Grades: K-5

School Improvement Goal (taken from your building’s School Improvement Plan): **ERMA Students will create a 5th grade culminating project that would articulate down into all grades to improve all areas of curriculum**

Technology and Learning Strategy: **To use technology effectively for project creation, design, research, and presentation**

**Rationale (Research):** Technology improves student performance when the application directly supports the curriculum objectives being assessed (CEO Forum on Education and Technology, 2001).

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<tr>
<td></td>
<td><strong>What actions will occur? What steps will staff take to achieve this goal?</strong></td>
<td><strong>Who will provide leadership? Who will do the work to make sure that this activity occurs?</strong></td>
<td><strong>What HW, SW and TS is needed to reach this goal? Include quantities and distribution.</strong></td>
<td><strong>What professional development does the staff need in order to take the steps to achieve this goal?</strong></td>
<td><strong>What is the cost of the additional HW, SW, TS and PD needed to reach this goal? What are the possible funding sources? Include building and district sources, as well as grants.</strong></td>
<td><strong>How will you evaluate the implementation of this strategy? What tool(s) will you use?</strong></td>
</tr>
</tbody>
</table>
| **Year 2: 2005-2006** | Using developmentally appropriate competencies (taken from the district tech competencies) each classroom will create a focus for the current year depending on the current class needs. Technology this year will focus on the use of:  
  - ActiveBook Reader  
  - Reading A-Z | ERMA Teachers Technology Director | (SW) instructional computer for 10 computers  
(TS) Tech Department Setup | District Training on:  
  Instructional new software with emphasis on using the computer lab to help students build skills that contribute to their culminating project | (SW) instructional software = $1,000.00  
(PD) release time and training classes = $ 1,000.00 | Funding Sources:  
  - Tech Levy  
  - Professional Development / Curriculum | Teacher Evaluation Principal Observation  
5th Culminating Project  
4th Grade WASL Scores |

_x_ Our building’s school improvement plan is for one year only. We will complete and submit Year 3 Technology and Learning Implementations Plans as we update our SIP plan next year.

SIP Team Leader Completing This Form  
Paul Censullo  
Completion Date  
5/13/2005

Other SIP Team Participants  
Judy Harris, Julie Taylor, Brenda Williams, Sandy Aitken, Jan Neigel
**Building-Level Technology and Learning Implementation Plan – 1 Year**

Name of School: PARADE Alternative School  
Grades: K-12

School Improvement Goal (taken from your building’s School Improvement Plan): *Students will demonstrate a familiarity with science and technology concepts appropriate to grade level*

Technology and Learning Strategy: *To help students use technology to enhance their instructional skills*

**Rationale (Research):** Technology improves student performance when the application directly supports the curriculum objectives being assessed (CEO Forum on Education and Technology, 2001).

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</tr>
</thead>
</table>
| Year 2: 2005-2006 | The PARADE Program will develop the capabilities and expertise to teach kids to create high quality videos in their content areas. Staff will be trained in iMovie and video production and then train students | Technology Director PARADE Teachers and staff | (HW) Mac Mini Digital Video Cameras (SW) Apple iLife Applications (TS) Tech Trainers to Train Teachers | District Classes Consultation with District Tech Director | Mac Mini = $800  
DV camera = $800  
Tech Support = $500  
Funding Sources:  
- Levy  
- Professional Development / Curriculum  
- Program Funds | - increased use of technology in presentation projects  
- qualitative evaluation of student produced video presentations |

— X — OUR BUILDING’S SCHOOL IMPROVEMENT PLAN IS FOR ONE YEAR ONLY. WE WILL COMPLETE AND SUBMIT YEAR 3 TECHNOLOGY AND LEARNING IMPLEMENTATIONS PLANS AS WE UPDATE OUR SIP PLAN NEXT YEAR.

SIP Team Leader Completing This Form  
Paul Censullo, Susie Marshall  
Completion Date  
5/13/2005  
Other SIP Team Participants  
Debbie Edwards
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$317,000</strong> (310,000)</td>
<td><strong>$317,000</strong> (313,000)</td>
<td><strong>$317,000</strong> (313,000)</td>
<td><strong>$317,000</strong> (324,000)</td>
<td><strong>$317,000</strong> (321,000)</td>
<td><strong>$317,000</strong> (321,000)</td>
</tr>
<tr>
<td>• Intercom/Bell System at TMS ($50,000)</td>
<td>• Mini computer labs for ERMA, PARADE, CLIP ($35,000)</td>
<td>• One student station for each classroom ($84,000)</td>
<td>• One student station for each classroom ($84,000)</td>
<td>• District Wide Emergency Radio System ($20,000)</td>
<td>• Replacement Cycle Computers ($145,000)</td>
</tr>
<tr>
<td>• Phone/Network Upgrades at ERMA ($10,000)</td>
<td>• New library computers ($45,000)</td>
<td>• Second computer labs at TMS and CHS ($70,000)</td>
<td>• Support Staff computers ($60,000)</td>
<td>• Security Cameras at Elementary Schools ($75,000)</td>
<td></td>
</tr>
<tr>
<td>• Bus Routing System ($20,000)</td>
<td>• Network upgrades ($10,000)</td>
<td>• Digital Copiers ($75,000)</td>
<td>• LCD projectors ($52,000)</td>
<td>• AlphaSmarts / PDA’s ($21,000)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• New high speed servers at each site ($17,000)</td>
<td>• Printers ($15,000)</td>
<td>• Document cameras ($17,000)</td>
<td>• Printers ($15,000)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Scientific equipment at CHS (10,000)</td>
<td>• Network upgrades ($20,000)</td>
<td>• AlphaSmarts / PDA’s ($21,000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Special Ed. Software ($5,000)</td>
<td>• Continued training for all ($32,000)</td>
<td>• Continued training for all ($32,000)</td>
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<td></td>
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<tr>
<td></td>
<td>• Additional tech support ($33,000)</td>
<td>• Additional tech support ($17,000)</td>
<td>• Additional tech support ($33,000)</td>
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**RIVerview SCHOOL DISTRICT | TECH LEVY DEPLOYMENT**
Initial Planning - 5/13/2005
Levy Total = $1,268,057.00