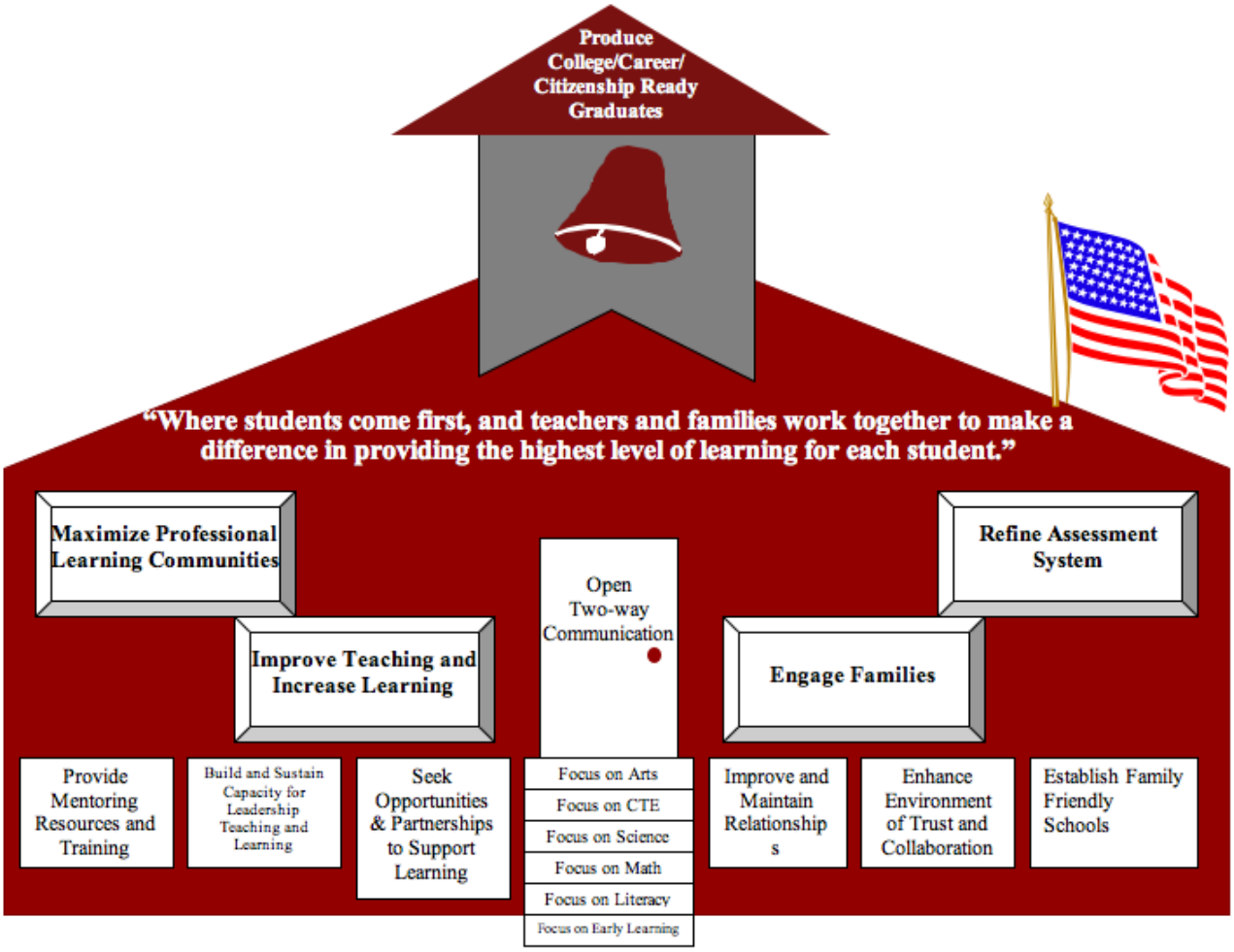
TOPPENISH SCHOOL DISTRICT
DISTRICT TECHNOLOGY PLAN
2013-2016



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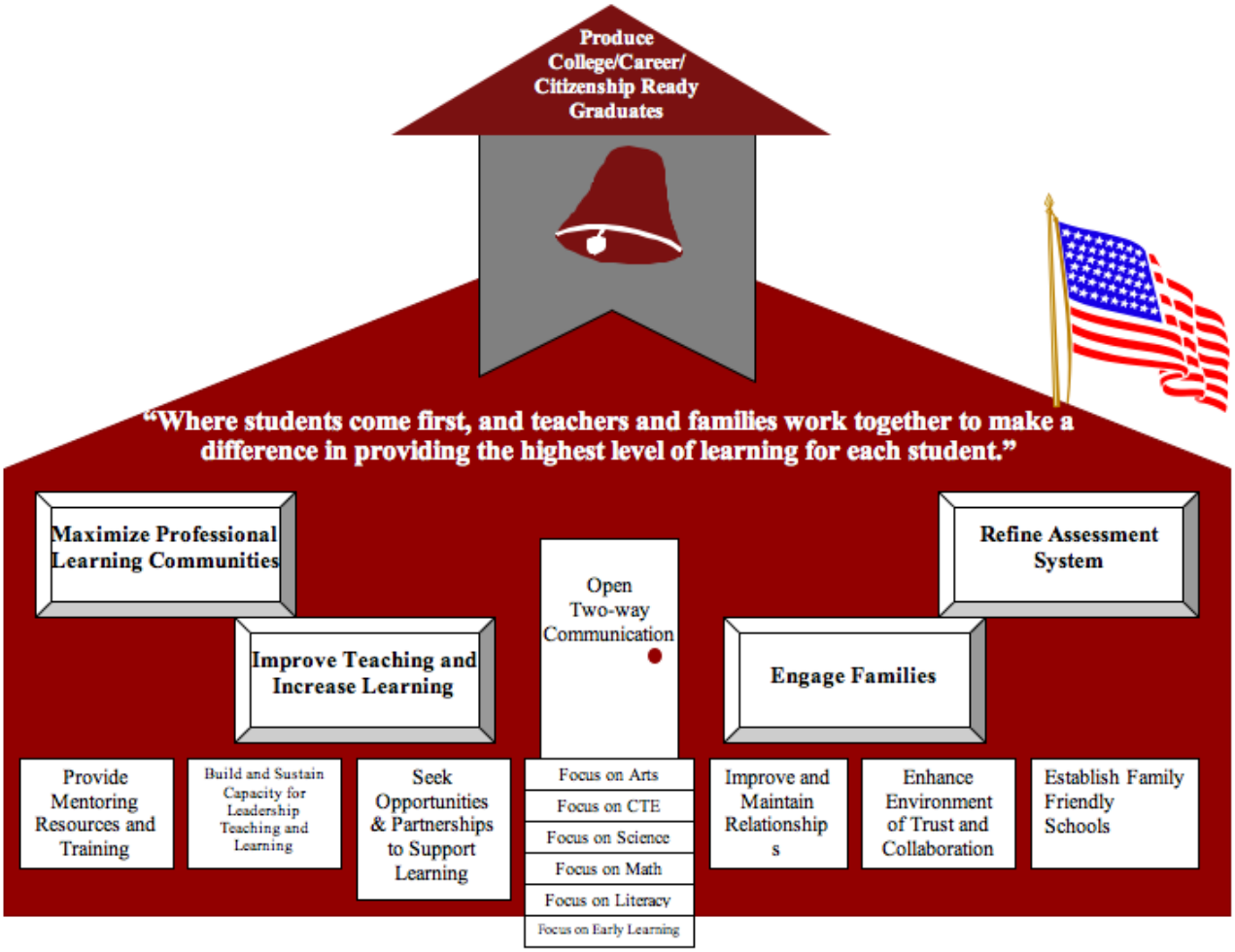

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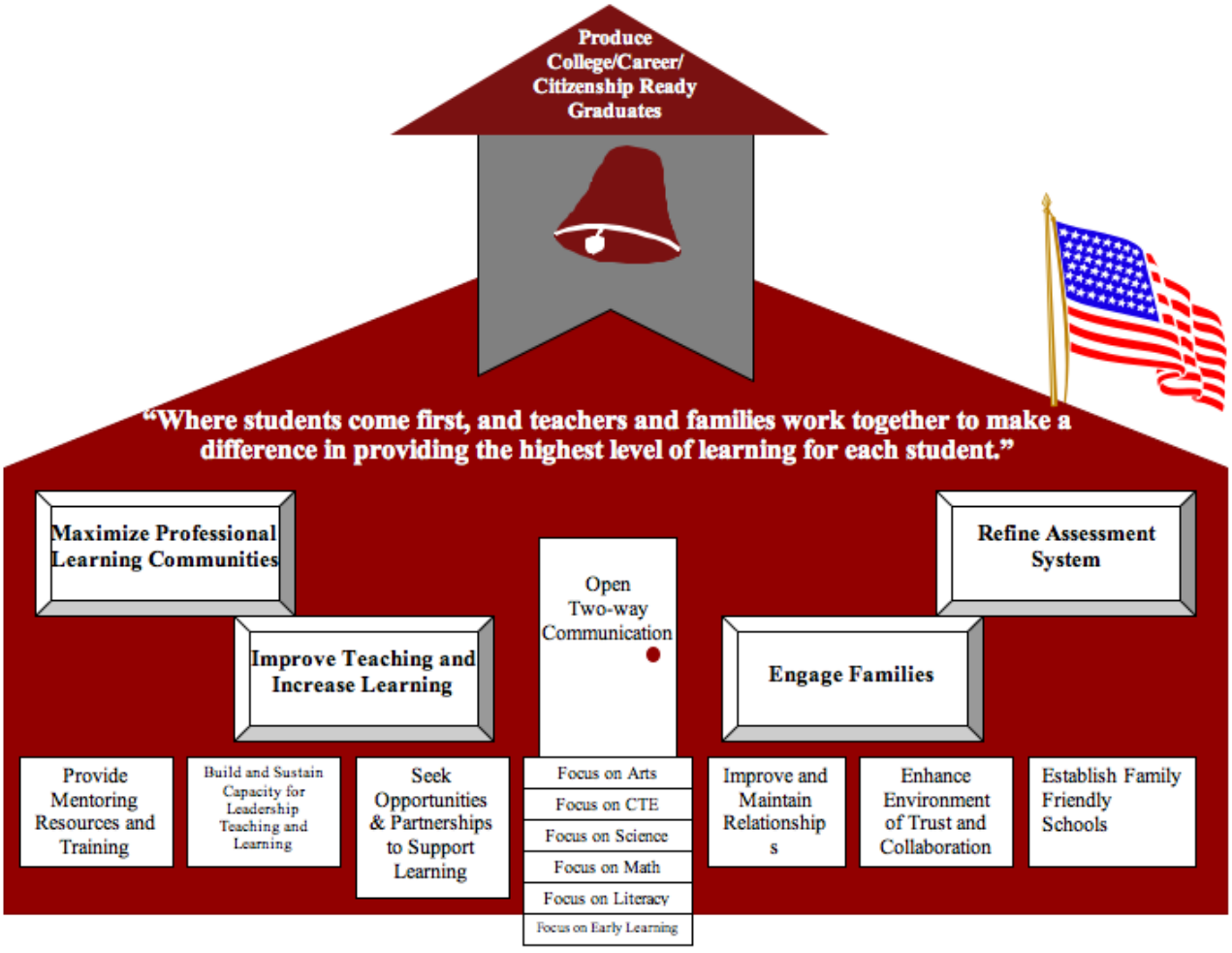
SCHOOL BOARD
LETTER OF APPROVAL



Toppenish School District No. 202

306 BOLIN DRIVE
TOPPENISH, WASHINGTON 98948-1644
PHONE (509) 865-4455
FAX (509) 865-2067

March 26, 2013

Dennis Small
Educational Technology, OSPI
PO Box 47200
600 Washington Street SE
Olympia, WA 98504-7200

Dear Mr. Small:
The Toppenish School Board of Directors agrees to support student learning and the role that technology plays in that effort. The Board believes that the mission of the Toppenish School District will be facilitated by fully implementing the District-wide Technology Plan. The Board will support the necessary funding and the resources to implement and maintain the three-year technology plan. We will continue to review and revise this plan as needed.

Sincerely,

Rick Schutz
School Board President

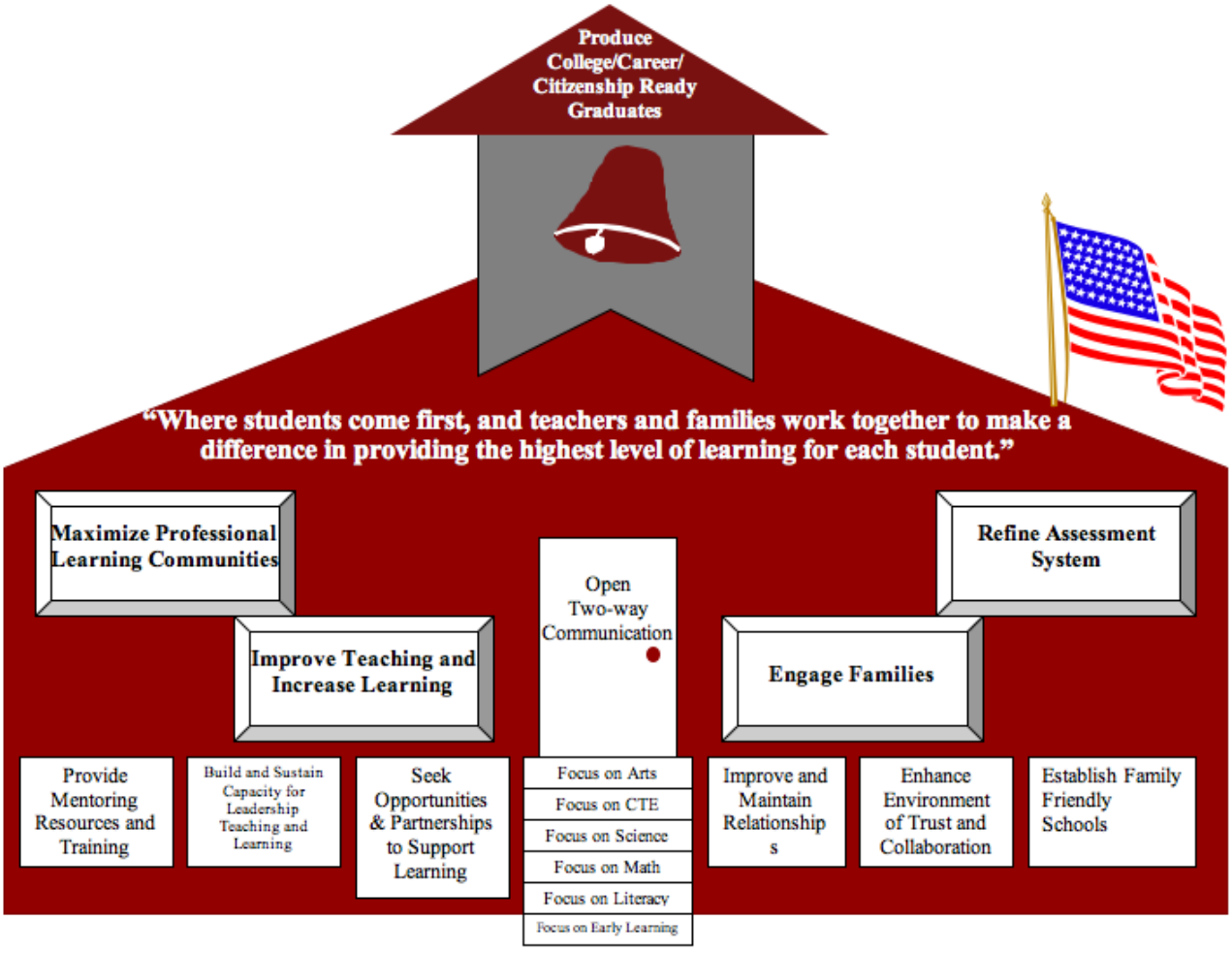
3/26/13
Date

John Cerna
Superintendent

3/26/13
Date

Section 2

VISION STATEMENT

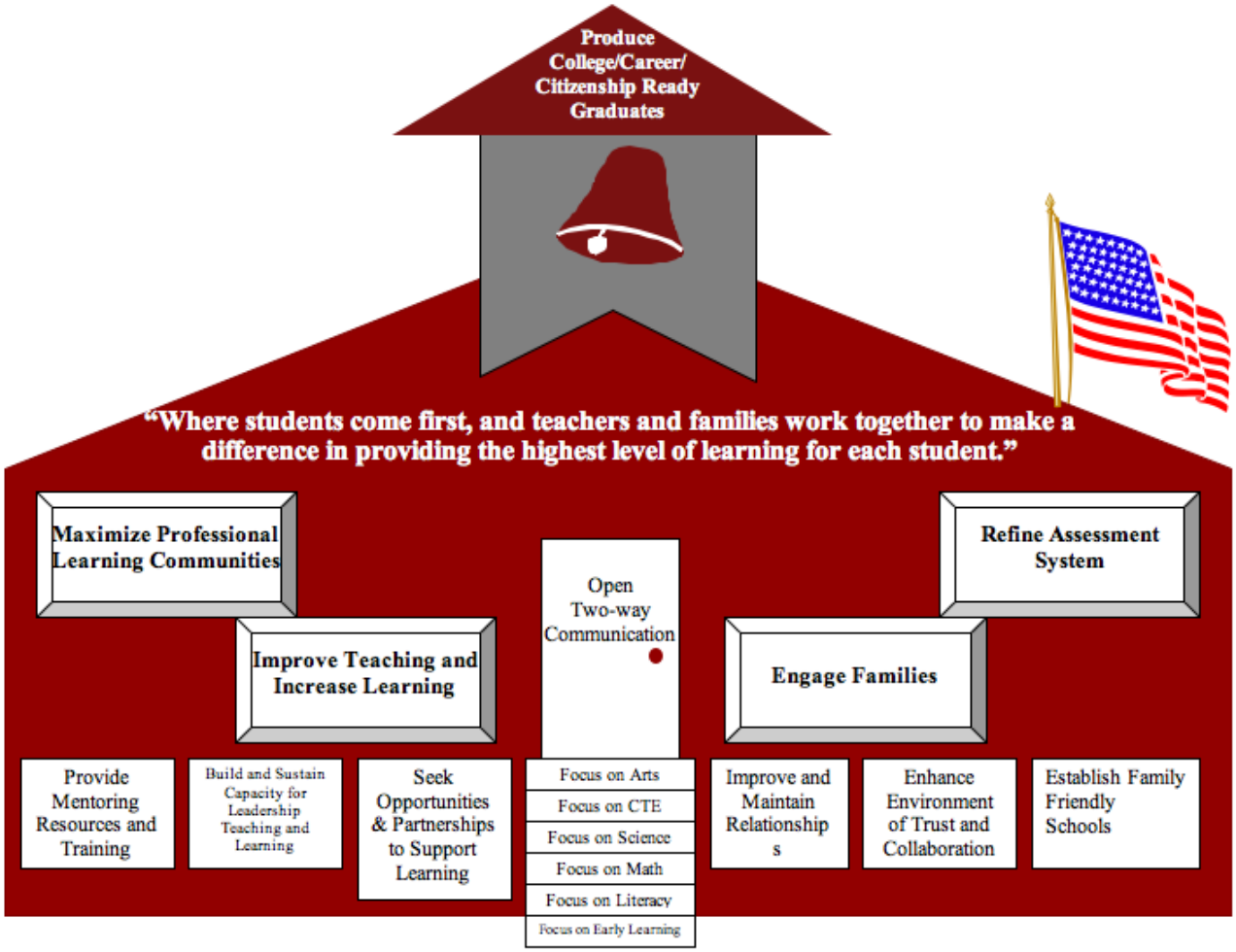


Our Vision for Educational Technology

It is the vision of the Toppenish School District that all students and staff will be provided with the latest technology tools and learning opportunities so that they can achieve grade level expectations, be skill proficient and competitive in a global market. Technology will support this development by refining their critical thinking skills, enabling effective communication, and fostering creativity.

Toppenish School District is committed to providing adequate funding for professional development with collaborative support for grade level expectations. To ensure equity of learning, these tools will be made available to all students in support of their varied learning styles and needs by providing staff access to state of the art information and resources. To achieve our vision, the Toppenish School District will enlist the active engagement of our parents and community and offer the technological resources of the schools.

Section 3
BUILDING-LEVEL TECHNOLOGY & LEARNING IMPLEMENTATION PLAN (BLTLIP)



2013-2014 TECHNOLOGY PLAN

BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN

DISTRICT NAME: TOPPENISH **BUILDING NAME: GARFIELD ELEMENTARY**

Goal Title: Technological Literacy

SMART Goal Statement: Garfield teachers will improve their technology integration skills for the delivery of instruction by .1 of a point at each tier level as measured by the PILOT Survey from February 2013 to February 2014.

Strategy: Teachers will use an activity below to enhance their instructional practices and student learning throughout the year.

Rationale: Applied effectively, technology implementation not only increases student learning, understanding and achievement but also augments motivation to learn, encourages collaborative learning, and supports the development of critical thinking and problem-solving skills (Schacter and Fagnano, 1999) As written in Using Technology with Classroom Instruction that Works.

Evaluation Procedure: Each Teacher will take the PILOT survey and compare their score from the 2012 school year to the score on the February 2013 score. Teachers take an active role in comparing their data.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Teachers will use Learn360, YouTube, Khan Academy, TED, TeacherTube and/or NeoK12 to find video clips to enhance their instruction and build background knowledge.	Workshops on Demand- Learning to Download Video. Workshop on Demand- Learning how to incorporate Videos in the classroom.	There will be a .1 gain in each section of the tiers in the Pilot survey.	Garfield Grade Level Teams	August 2013 to July 2014	**Software**: Microsoft Office (word, PPT, Excel) Google Apps Inspiration Web Browsers (Internet Explorer, Firefox) Mathematical Websites	

Teachers will understand how to use sites such as Thinkfinity or other websites to find lessons and interactive activities for their students.	Staff training or WOD to help with understanding how to use such websites as described.	There will be a .1 gain in each section of the tiers in the Pilot survey.	Garfield Grade Level Teams	August 2013 to July 2014	**Hardware:** Teacher Computer Student Computers Projector Projector mounts Presentation fobs VGA Cables Apple adaptors	
Teachers will have students use internet based programs to enhance their learning. *Such as: Illuminations, Starfall, Tumblebooks, NLVM, Prezi, Google Docs*	Staff training or WOD to help with ways to understand and use Web 2.0.	There will be a .1 gain in each section of the tiers in the Pilot survey.	Garfield Grade Level Teams	August 2013 to July 2014		
Teachers in 3-5 will use clickers for formative assessment to get immediate feedback and data. Teachers will need before they can use clickers: • CPS Training • Software on computers • Then will need to check out clickers with Mr. Stiner	1) Tech committee does training at the beginning of next school year 2) Staff training and help with ways to use clickers or WOD.	There will be a .1 gain in each section of the tiers in the Pilot survey.	Garfield Teachers	August 2013 to July 2014		
In 2012-2016 will be the start to mounting 18 Interactive white boards	We will use workshop on demand to educate staff	N/A	• Garfield Classroom Teachers • Music • Computer Lab	August 2013 to July of 2016		$1330 per classroom

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

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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.

__ 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.

2013-2014 TECHNOLOGY PLAN

BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN

DISTRICT NAME: TOPPENISH **BUILDING NAME: KIRKWOOD ELEMENTARY**

Goal Title: Reading

SMART Goal Statement: 60% of Kirkwood Elementary students will increase their knowledge and skills in Reading as measured by the 3rd,4th, and 5th grade 2014 Measurement of Student Progress (MSP)

Strategy: Kirkwood staff and students will implement the use of technology as a mode of presenting information and to increase their technology literacy.

Rationale: Combining education and technology creates a more stimulating learning environment. In order to accomplish higher order thinking skills such as critical and independent thinking, the application of technology and improved motivation and attitudes, technology must be integrated into the everyday curriculum.

Research: An important finding shows technology improves performance, positive attitudes and motivation, and creates meaningful learning when the students find the activity meaningful to their lives, learning and learning about learning takes place (Center for Applied Research in Educational Technology, 2005. Retrieved April 4, 2009, from CARET:http://caret.iste.org/index.cfm?fuseaction=topics)

Evaluation Procedure: 2014 3rd, 4th, and 5th Grade Measurement of Student Progress results and an increased number of teachers in Tier 2 & 3 levels of Technology Integration in to the classroom.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
As the equipment and software are acquired and the staff becomes proficient in both, staff will use technology with read-alouds, vocabulary words and graphic organizers to more effectively facilitate content area lessons and to share daily performances in order to increase student achievement.	Workshop On Demand Technology coaches to assist in the implementation process Ongoing training and support in software as needed At least 2 early release days designated to technology integration Workshop on Demand data and teacher technology goals to denote training topics	Student assessment data (ie. Imagine It Story Tests, Unit Tests, Reading Mastery Tests, Common Assessments and ongoing daily teacher assessments) DIBEL Testing CORE Phonics Survey MAP testing (2-5 results) Measurement of Student Progress results Measurement of Student Progress stem questions Data will be reviewed in teacher collaboration to evaluate instruction	Teachers Principal Technology Coaches	August 2013 - July 2014	A standard based lab including: 30 standard based machines, 30 copies of Microsoft Office and Kidspiration, 1 ceiling mounted LCD projector / cable, 1 document camera, 1 wireless connection for interactive whiteboard, 1 wireless response system (32 pk) and 1 classroom PA system. 5 Standard Based computers per classroom.	30 Computers = $27,000 30 Microsoft Office = $1290 30 Inspiration = $750 LCD Projector = $1058 Document Camera = $500 Response System = $1870 PA System = $325

As the equipment and software are acquired and the students become proficient in both, students will use technology with read-alouds, vocabulary words, graphic organizers, and research, in order to deepen their levels of comprehension and to assist in increasing their overall achievement in content area lessons. Increased use and training on technology in GLAD Strategies.	Teachers instructing students Technology coaches assisting teachers in the lab Technology Integration Lesson Planning with Building and District Technology Coach	Increased shared usage of the computer lab by the teaches/students Documents/ Projects created by the students using various forms of technology	Teachers Principal Students Technology Coaches	August 2013– July 2014	Classrooms: Document camera, ceiling mounted projector, interactive whiteboard or MOBI system w/ wireless connection, 1 teacher laptop, 2 standard based student machines, 3 copies of Microsoft Office Suite & Kidspiration Wireless Keyboard and Mouse Workshops On Demand as available Peer Coaching	Interactive Whiteboard = $1320 Laptop w/ case = $1150 2 student machines = $1800 3 Microsoft Office = $129 3 Inspiration = $75 Building Technology Budget District Technology Budget E-rate Title III Funds M & O Levy Administration Match Funds Bilingual Funds LAP Funds
As the equipment and software are acquired and the students receive keyboarding instruction and instruction in educational technology skills, students will use technology to increase their levels of comprehension and overall achievement in presentations of content area lessons.	Teachers instructing students. Technology Integration Lesson Planning with Building and Technology Coaches	Increased usage of the computer lab by the teaches/students Documents/ Projects created by the students using various forms of technology	Teachers Principal Students Technology Coaches	August 2013– July 2014		
As equipment and software are acquired and students and staff will become knowledgeable of internet safety procedures in order to use technology safely for research and publication of projects. As new staff are added, training will be provided.	Ongoing training and instruction on Internet Safety - ISAFE	Students and Staff increase use of lab for research Publication of student projects on class web pages	Teachers Students Principal Coaches	August 2013- July 2014		
Staff will use a video distribution system to enhance student's learning through the visual reinforcement of content area concepts being taught in the classroom.	Workshop on Demand on Learn 360 to provide just in time training – as funds available	Increased use of videos and digital photos being used in the classroom, for GLAD and other instruction	District Tech. Coordinator Technology Coaches Computer Technicians Teachers Principal	August 2013– July 2014		

As the equipment and software are acquired and the staff and students become proficient in both, staff and students will use technology to review assessment data and create individual and class goals to improve student achievement and to modify classroom instruction, using the Tiers model; ie: , MAPS, Excel, Skyward (Attendance and Gradebook), Data Director	Workshop On Demand as funds available Ongoing training in data collection programs Technology coaches to assist teachers and students in the implementation process	Learning Matrices (as developed) Teachers and students charting and graphing results	Teachers Principal Technology Coaches Students District Computer Technician	August 2013– July 2014		
Given the results of the Technology Integration Survey (PILOT) and staff survey, the staff or PLC teams will set and achieve 1-3 individual technology goals with the assistance of the technology coaches in order to advance themselves through the Tiers model and ultimately to increase student achievement.	Workshop On Demand as funds available	Increased number of Tier 2 & 3 teachers Decreased number of Tier 1 teachers WOD Evaluations Pilot Survey	Technology Coaches Principal Staff District Tech. Coordinator	August 2013 – July 2014	Pilot Survey Standard based teacher station with current operating system and classroom access to wire-less system Workshop On Demand as available Peer Coaching	

Goal Title: Mathematics

SMART Goal Statement: 55% or greater of Kirkwood Elementary students will increase their knowledge and skills in Mathematics as measured by the 3rd, 4th, and 5th grade 2014 Measurement of Student Progress.(MSP)

Strategy: Kirkwood staff and students will implement the use of technology as a mode of presenting information and to increase their technology literacy.

Rationale: Combining education and technology creates a more stimulating learning environment. In order to accomplish higher order thinking skills such as critical and independent thinking, the application of technology and improved motivation and attitudes, technology must be integrated into the everyday curriculum.

Evaluation Procedure: 2014 3rd, 4th, and 5th Grade Measurement of Student Progress results and an increased number of teachers in Tier 2 & 3 levels of Technology Integration in to the classroom.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
As the equipment and software are acquired and the staff becomes proficient in both, staff will use technology with manipulatives, problem solving, modeling, and graphic organizers to more effectively facilitate content area lessons in order to increase student achievement.	Workshop On Demand as funds available Technology coaches to assist in the implementation process Ongoing training and support in software as needed At least 2 early release days designated to technology integration Workshop on Demand data and teacher technology goals to denote training topics as available	Student assessment data of Unit assessment, Common Assessments, Ongoing daily teacher assessment MAP testing (2-5)MAP MSP Results (3-5) MSP Math/Science Released Items Data will be reviewed in teacher collaboration to evaluate instruction	Teachers Principal Technology Coaches Bldg. Computer Technician ESD 105 Support	August 2013 – July 2014	A standard based lab including: 30 standard based machines, 30 copies of Microsoft Office and Kidspiration, 1 ceiling mounted LCD projector / cable, 1 document camera, 1 wireless connection for interactive whiteboard or MOBI system, 1 wireless response system (32 pk) and 1 classroom PA system. 5 Standard Based computers per classroom. Classrooms:	30 Computers = $27,000 30 Microsoft Office = $1290 30 Inspiration = $750 LCD Projector = $1058 Document Camera = $500 Response System = $1870 PA System = $325 Interactive Whiteboard = $1320

As the equipment and software are acquired and the students become proficient in both, students will use technology manipulatives, problem solving, modeling, and graphic organizers to in order to deepen their levels of comprehension and to assist in increasing their overall achievement in content area lessons. Increase use and training in using Technology in Math and GLAD strategies.	Teachers instructing students Technology coaches assisting teachers in the lab Technology Integration Lesson Planning with Building and District Technology Coach	Increased usage of the computer lab by the teaches/students Documents/ Projects created by the students using various forms of technology	Teachers Principal Students Technology Coaches	August 2013– July 2014`	Document camera, ceiling mounted projector, interactive whiteboard w/ wireless connection, 1 teacher laptop, 2 standard based student machines, 3 copies of Microsoft Office Suite & Kidspiration Wireless Keyboard and Mouse Workshops On Demand as available Peer Coaching	Laptop w/ case = $1150 2 student machines = $1800 3 Microsoft Office = $129 3 Inspiration = $75 Building Technology Budget District Technology Budget E-rate Title III Funds M & O Levy Administration Match Funds Bilingual Funds LAP Funds
As the equipment and software are acquired and the staff and students become proficient in both, staff and students will use technology to review assessment data and create individual and class goals to improve student achievement and to modify classroom instruction, using the Tiers model; i.e. MAPS, Excel, Skyward, Data Director	Workshop On Demand as funds available Ongoing training in data collection programs Technology coaches to assist teachers and students in the implementation process	Learning Matrices (as developed) Teachers and students charting and graphing results	Teachers Principal Technology Coaches Students Bldg. Computer Technician	August 2013– July 2014		
Given the results of the Technology Integration Survey (PILOT) and staff survey, the staff will set and achieve 1-3 individual technology goals with the assistance of the technology coach in order to advance themselves through the Tiers model and ultimately to increase student achievement.	Workshop On Demand as available	Increased number of Tier 2- 4 teachers Decreased number of Tier 1 teachers WOD Evaluations	Technology Coaches Principal Staff District Tech. Coordinator	August 2013 – July 2014	Standard based teacher station with current operating system and classroom access to wire-less system Workshop On Demand Peer Coaching	

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2013-2014 TECHNOLOGY PLAN

BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN

DISTRICT NAME: TOPPENISH **BUILDING NAME: LINCOLN ELEMENTARY**

Goal Title: Reading Achievement

SMART Goal Statement: Lincoln Elementary students and teachers will increase their proficiency levels with technology. Teachers will progress towards Tier 3 level as measured by PILOT Survey. Students will show an increase in achievement of 10% in all academic areas measured by state MSP assessment.

Strategy: By effectively integrating technology into all academic areas, students will improve their skills in the areas of reading, math, and writing.

Rationale: Education technology is a valuable tool to achieve educational objectives. Particularly when combined with the other key factors that increase achievement, such as clear, measurable objectives, parental and community involvement, increased time spent on task, frequent feedback and teacher subject matter expertise, technology can help deliver significant and positive results *CEO Forum on Education and Technology. (2001, June)*.

Evaluation Procedure: The combined percentage (Gr. 3-5) of students passing the 2014 MSP will increase by 10% over the combined percentage (Gr. 3-5) of students passing the 2013 MSP, and the teachers will move from their current tier to the next tier based on 2013 PILOT Survey to the 2014 PILOT Survey.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Teachers will increase their instructional skills with technology, using the TIERs model and Workshops On Demand to increase student progress toward State EARL's/GLE's/PE's. They will specifically use: 1. Kidspiration / Inspiration for graphic organizers 2. Internet sites such as "Thinkfinity" to research topics related to the content area 3. Microsoft Office Suite (Word, PowerPoint, Excel) 4. Learn 360, and Culture Grams 5. Data programs to analyze data and inform their reading and math instruction (MAPS) 6. Tux Paint 7. SMART software Open Court CDs	Workshop On Demand – Just in time training model for professional development in the area of technology Ongoing in house training and support from Building Technology Coach(es) Ongoing training & collaboration from Technology Coach(es) regarding integration of technology in to core curriculum.	Open Court Story Tests, Common Assessments and ongoing daily teacher assessments) DIBELS Testing , CORE Phonics Survey, and Diagnostic Survey DAZE assessment Mathematics Benchmark Assessment Reading Benchmark Assessment	Teachers Students Principal Building Technology Coach District Technology Coach	August 2013 – July 2014	**Lab:** a standard based lab including: 30 standard based machines, 30 copies of Microsoft Office and Kidspiration 3, Inspiration 9, 1 ceiling mounted LCD projector / cable, 1 document camera **Classroom:** St.Based Teacher Laptop Ceiling mounted LCD Projector Document Camera Computer Speakers	Laptop w/ case $1100 ea LCD Projector $609 ea Doc. Camera $540 ea Speakers $30/set of 2 Tech. Cart $175 ea 2 Standard based computers $1800 4 Standard based computers $3600 Kidspiration

	2-3 Early Release Days dedicated to technology integration Technology coaches assisting teachers in the lab or classroom Technology Integration Lesson Planning with Technology Coach Peer Coach Training	MAP testing (2-5) MSP Results (3-5) MSP stem questions PILOT Survey Increased usage of the computer lab by the teacher and students Documents and/or projects created by the students incorporating various forms of technology iSafe pre/post assessments			SMART Interactive software Access to interactive Whiteboard with wireless connection Access to wireless slates Access to student response systems Networked Laser Printers Tech. cart **Grade K-1:** 2 St.Based student computers **Grade 2-5:** 4 St. Based student computers **Building:** Current versions of: Kidspiration, Inspiration, Microsoft Office Suite, Operating systems for hardware and network services Replacement of non standard based machines starting with the teachers. Workshop On Demand Peer Coaching	$28 ea. Inspiration $28 ea. Microsoft Office Suite $45 ea. Building Technology Budget District Technology Budget E-rate Title III Funds M & O Levy Administration Match Funds Bilingual Funds LAP Funds

2013-2014 TECHNOLOGY PLAN

BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN

DISTRICT NAME: TOPPENISH **BUILDING NAME: VALLEY VIEW ELEMENTARY**

Goal Title: Mathematics

SMART Goal Statement: To increase by 10% the proportion of students achieving the standard in mathematics as measured by the 2013-2014 Math MSP scores.

Strategy: Teachers and students will implement technology in order to increase student achievement in the area of mathematics and to increase teacher and student technology literacy.

Rationale: Today's technology can offer adolescents a bridge form concrete to abstract thinking, enabling them to observe and create multiple representations of mathematical ideas: numerically, graphically and symbolically. Technology can also help teachers respond to students' diverse learning styles by creating rich environments that engage students' tactile, visual and auditory senses (Suydam, 1990, as cited in Jarrett, 1998).

Evaluation Procedure: Increase performance on 2013-2014 MSP by 10% for grades 3rd – 5th and the number of Tier II and Tier III teachers will increase according to the 2014 PILOT Survey.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting/ Ending Dates	Resources: Description / Type	Cost / Funding Source
As the technology becomes available, teachers will use document cameras/projectors, SMART Boards and video distribution system to enhance math lessons in order to increase teacher technology literacy and to increase student achievement.	Workshop on Demand At least 1 Early Release Day for Technology Integration 1 Early Release Day for MAPS Data	MAPS (Gr. 2-5) Unit Tests Common Assessments MSP Math Released Items MSP Results (Gr. 3-5) PILOT Survey MBA	Teachers Para-Educators Building Technology Team Building Technology Coach Instructional Technology Coordinator Asst. Principal Principal	August 2013 – July 2014	**Classroom:** 1 Teacher laptop w/ case 1 LCD Projector 1 Doc. Camera Microsoft Office Suite Inspiration and/or Kidspiration (K-2) 2 Standard based student computers (3-5) 4 Standard based student computers DataDirector Learn360	Laptop $1100/ea. LCD Projector $500/ea Doc. Camera $540/ea Microsoft Office Suite $45/ea Inspiration or Kidspiration $28/ea. 2 Student Computers $1800 4 Student Computers $3600

As the technology becomes available, students will use the document cameras/projectors and SMART Boards to facilitate discussion and increase awareness about their strategies implemented in problem solving in order to increase student achievement and student technology literacy.	Workshop on Demand At least 1 Early Release Day for Technology Integration	MAPS (Gr. 2-5) Unit Tests Common Assessments MSP Math Released Items MSP Results (Gr. 3-5) MBA	Teachers Para-Educators Building Technology Team Instructional Technology Coordinator Asst. Principal Principal	August 2013 – July 2014	**Building:** Video Distribution System-Learn360 Building Wide Wireless Connection System **Classroom:** DataDirector	Bldg. Tech. Budget, Dist. Tech. Budget M&O Levy, E-Rate, Title III Funds, Ad. Match Funds, LAP Funds
Students will use the computer lab to access a keyboarding program to increase speed and accuracy in order to develop skills to use technology effectively.	Grade Level Professional Learning Communities Training in Keyboarding Program	Keyboarding Lessons Timed Tests	Librarian Building Technology Team Instructional Technology Coordinator Asst. Principal Principal	August 2013 – July 2014	**Building:** Keyboarding Program Installed Computer Lab	Keyboarding Program Installed on 30 Student Computers Building Tech. Budget, District Tech. Budget
Students will learn to practice safe, responsible sharing of information online and recognize the potential online dangers through iSafe lessons implemented by grade level teachers and/or Librarian.	Grade Level Professional Learning Communities iSafe Training and/or Lesson Implementation	Completion of iSafe Curriculum iSafe Pre- and Post-Assessments	Librarian Librarian Building Technology Team Instructional Tech Coordinator Asst. Principal Principal	August 2013 – July 2014	**Classroom:** (K-2) 2 Standard based student computers (3-5) 4 Standard based student computers iSafe Lessons **Building:** Computer Lab	2 Student Computers $1800 4 Student Computers $3600 Bldg. Tech. Budget, Dist. Tech. Budget M&O Levy, E-Rate, Title III Funds, Ad. Match Funds, LAP Funds

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2013-2014 TECHNOLOGY PLAN

BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN

DISTRICT NAME: TOPPENISH BUILDING NAME: TOPPENISH HIGH SCHOOL

Goal Title: Advisory/Navigation 101

SMART Goal Statement: Eighty-Five percent of students will meet grade-level portfolio requirements within the graduation-required advisory portfolio.

Strategy: Toppenish High School Faculty will improve their technology skills in order to facilitate instruction and increase student technology literacy needed to support the advisory portfolio school-wide.

Rationale: Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means (Edutopia Staff, 2008).

Evaluation Procedure: Progress will be measured by percent of students earning advisory credit.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Faculty will improve their classroom technology integration skills which in turn will advance them through the TIERS model. - Continue to increase skills of faculty in the use of application software for student use. - Develop a technology survey to assess the needs of the faculty. - Develop a WOD matrix to inform faculty of potential trainings. This will be communicated monthly via e-mail and announced at staff meetings. - Develop a staff resource webpage that includes webinars/training-documents on technology skills for faculty members to use at their convenience. - Develop staff training for the I-pad	WOD training for - Microsoft Office Applications - I-Pads - Instructional Improvement CoOp	Pilot Survey results Peer Coaching Logs WOD Training Evaluations	Faculty Administration Advisory Committee Building Tech Coach Peer Coaches WOD Facilitators 21st Century Facilitators ESD105 – Molly Berger	August 2013 – July 2014	1. Maintain teacher workstations at a standards-based level 2. Four (4) Student machines per classroom 3. WOD Trainers 4. Peer coaches 5. ESD 105	1. $1200 per workstation 2. $1200 per workstation Funding Sources: District Technology Budget , Building Technology Budget, Ad-Match, Title I funds, Title III funds, Bilingual funds

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Refine and use a digital Advisory resource database. Refine and use a digital Advisory portfolio. Pilot digital portfolios in selected advisories.	WOD training for - Advisory resource database - Microsoft Office Applications - Digital Cameras - Scanners	Completed 12th grade advisory resource database Template created for Senior advisory classes	Advisors Advisory Committee 21st Century Facilitators Building Tech Coach Peer Coaches	August 2013 – July 2014	1. Maintain teacher workstations at a standards-based level 2. Flashdrives 3. Portfolio Database Programmers 4. WOD Trainers 5. Peer Coaches	1. $1200 per workstation 2. $10 per flashdrive 3. $29 per hour Funding Sources: District Technology Budget , Building Technology Budget, Ad-Match, GEAR-UP, Nav 101, Title 1 funds, Title III funds, Bilingual funds
Students will use application software in order to create Advisory documents. - Faculty will continue to provide students multiple opportunities to create Advisory documents. - Students in selected advisories will pilot new digital portfolios.	WOD training for - Advisory resource database - Microsoft Office Applications - Digital Cameras - Scanners	Percent of students earning credit for 12th grade advisory.	Advisors Administration Counselors Advisory Committee 21st Century Facilitators Students	August 2013 – July 2014	1.Maintain teacher workstations at a standards-based level 2. Four (4) student workstations per classroom 3. Flashdrives 4.WOD Trainers 5.Peer coaches 6.ESD 105	1. $1200 per workstation 2. $1200 per workstation 3. $10 per flashdrive Funding Sources: District Technology Budget , Building Technology Budget, Ad-Match, GEAR-UP, Title I funds, Title III funds, Bilingual funds

Goal Title: Progression to Tiers III

SMART Goal Statement: Increase the number of classrooms in which students are actively engaged in using technology in individual and collaborative activities by five (5) percent.

Strategy: Toppenish High School Faculty will improve their technology skills in order to facilitate instruction and increase student technology literacy.

Rationale: Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means (Edutopia Staff, 2008).

Evaluation Procedure: Progress will be measured by 2013 and 2014PILOT survey results.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Faculty will improve their classroom technology integration skills which in turn will advance them through the TIERS model. - Develop a THS online student technology survey - Assess the needs of the students using the THS online student technology survey to drive professional development of the faculty. - Educational Technology Integration training - Increase skills of faculty in the use of virtual interactive labs for student use. - Increase skills of faculty in the use of scientific probeware for student use. - Increase the skills of faculty in the use of interactive hardware and software for student use. - Continue to build the E-Books inventory in the library for student use. - Incorporate the I-Pad into instructional practices - Faculty will provide students with multiple opportunities to use technology in the classroom.	Two Early Release Days WOD training for - Virtual Interactive Labs - Scientific Probeware - Smartboards - Classroom Response System - Google Aps - Moby Slates - Library Databases - E-Books - I-Pads	PILOT Survey THS Student Technology Survey	Faculty Administration Building Tech Coach Peer Coaches WOD Facilitators	August 2013 – July 2014	1. Four (4) student workstations per classroom 2. Smartboard 3. Four additional Classroom Response System 4. Two Moby Slates 5. I-Pads for students WOD Trainers 5. Peer coaches 6. ESD 105	1. $1200 per workstation 2. $3500 per board 3. $2000 per set 4. $500 each 5. $500 each Funding Sources: District Technology Budget , Building Technology Budget, Ad-Match, GEAR-UP, Title I funds, Title III funds, Bilingual funds

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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.

____ 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.

2013-2014 Technology Plan
Building-Level Technology and Learning Plan

District Name: Toppenish School District Building Name: Toppenish Middle School

Goal Title: Math

SMART Goal Statement: By June 2014, Toppenish Middle School will show a 18% overall increase (6th, 7th, & 8th Grade) toward meeting the targeted performance in Math, as measured by the MSP, when compared to 2012-2013 results.

Strategy: Students will use technology to increase their skills in problem-based learning.

Rationale: "Students using the CognitiveTutor® curriculum performed better than those using a traditional curriculum on various measures of content knowledge, and CognitiveTutor® students ended the course more confident of their mathematical abilities and more likely to think that mathematics is useful outside of the classroom." Morgan, P., & Ritter, S. (2002, May).

Evaluation Procedure: Compare changes in 6th, 7th, & 8th Grade math scores on the MSP 2012-2013

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description/Type	Cost/Funding Source
Students will use intervention software to assist in identifying and addressing individual student math deficiencies.		MAP Testing Data MSP Testing Data Principal Observation with Checklist	Students will use intervention software to assist in identifying and addressing individual student math deficiencies.	Aug 2013-June 2014	20 Laptop Computers with Docking Station/ Bridge to Algebra Software Two computer Labs and library with a total of 65 standards based computers on a 20%/year replacement plan	Math Helping Corp Grant of $27,500 in 2007-2008. $13,000/year for computers M & O Levy Title I Funds Building Technology Budget District Technology Budget

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description/Type	Cost/Funding Source
Teachers will gather, examine, and interpret student math data in order to adjust instruction and improve student learning.	Workshop on Demand for MAP Testing results & Data Director	MAP Testing Data MSP Testing Data Principal Observation with Checklist PILOT Teacher Integration Survey	District Math Coordinator Principal Math Teachers Math Para- Educator Technology Coach Computer Technician Workshop on Demand Facilitator	Aug 2013-June 2014	Trainers for MAP Data Interpretation and Data Director One standards based machine per teacher (approximately 40) on a 20%/year replacement plan	$1500 for Subs and Trainer For MAP Data & Data Director $8,000.00/year Replacemnet computers E-rate M & O Levy Title I Funds Building Technology Budget District Technology Budget Technology Levy
Teachers will use a video streaming system and wireless technology to efficiently and effectively present supplemental materials to improve student comprehension in math.	Video Streaming Workshop on Demand training	MAP Testing Data MSP Testing Data Principal Observation with Checklist	District Math Coordinator Principal Math Teachers Math Para- Educator Technology Coach Computer Tech Workshop on Demand Facilitator District Tech Director	Aug 2013-June 2014	Learn 360	E-Rate M & O Levy Title I Funds Building Technology Budget District Technology Budget
Teachers will use software applications to create materials, present lessons, and display student work.	Hardware/Software Workshops on Demand as needed	PILOT Teacher Integration Survey	District Math Coordinator Principal Math Teachers Math Para- Educator Technology Coach Computer Tech Workshop on Demand Facilitator District Tech Director	Aug 2013-June 2014	One standards based machine per teacher (approximately 40) on a 20%/year replacement plan School wide license for Microsoft Office Suite Inspiration Software for teacher machines One Document Camera and one Projector per classroom on a 10%/year replacement plan	$8000.00/year for Replacement Computers 1200.00 Inspiration $3500/year for Document Cameras and Projectors M & O Levy Title I Funds Building Technology Budget District Technology Budget

Goal Title: Reading

SMART Goal statement: By June 2014 TMS will show a 7% increase toward meeting targeted performance in all six reading strands as measured by the 2012-2013 MSP or equivalent, when compared to 2011-2012 results. By June 2013 TMS will show an increase in targeted performance as determined by OSPI.

Strategy: Staff and students will integrate technology into content areas to increase student reading literacy across the curriculum.

Rationale: Technology does affect academic achievement, but is dependent on how the technology is used. Grade-appropriate use of computers is more important in producing increased learning than the amount of time computers are used. Asking students to apply higher order concepts is associated with significant learning gains (Wenglinsky, 1998).

Evaluation Procedure: Compare changes in 6th, 7th, & 8th Grade reading scores on the MSP from 2012 to 2013.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description/Type	Cost/Funding Source
Teachers will find, adapt or develop web-based projects that encourage students to use technology to solve problems and present solutions.	Workshop on Demand for learning to create Web-based projects and webquests.	MAP Testing Data MSP Testing Data Principal Observation with Checklist	Classroom Teachers Library Media Specialist Technology Coach Para-Educators District Computer Tech Director Principal	Aug 2013-June 2014	Trainer and Substitutes for Web-based projects and webquests One standards based machine per teacher (approximately 40) on a 20%/year replacement plan One Document Camera and one Projector per classroom on a 10%/year replacement plan	$1500 for Substitutes and Trainer $8,000/year for Replacement Computers $3500/year for Document Cameras and Projectors M & O Levy Title I Funds Building Technology Budget District Technology Budget
Teachers will include Internet safety training in web-based projects.	Workshop on Demand for iSafe training	MAP Testing Data MSP Testing Data Principal Observation with Checklist	Classroom Teachers Library Media Specialist Technology Coach Para-Educators District Computer District Tech Director Principal	Aug 2013-June 2014	Trainer and Substitutes for iSafe training One Document Camera and one Projector per classroom on a 10%/year replacement plan	$1500 for Trainer and Substitutes $3500/year for Document Cameras and Projectors

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description/Type	Cost/Funding Source
Students will use technology to do research, present information, and create presentations.	Workshop on Demand for learning to create Web-based projects and webquests.	MAP Testing Data MSP Testing Data Principal Observation with Checklist	Classroom Teachers Library Media Specialist Technology Coach Para-Educators District Computer District Tech Director Principal	Aug 2013-June 2014	Two computer Labs and library media center with a total of 65 standards based computers on a 20%/year replacement plan Trainer & Substitutes for Web-based projects & Webquests Workshops on Demand One Document Camera and one Projector per classroom on a 10%/year replacement plan	$13,000/year for computers$3500/year for Document Cameras and LCD Projectors $1500 for Substitutes and Trainer M & O Levy Title I Funds Building Technology Budget District Technology Budget
8th Grade Students will use technology to research careers and will use multimedia tools and software to present their findings.	Workshop on Demand for Microsoft Office and Inspiration	Eighth Grade Technology Literacy Assessment MAP Testing Data MSP Testing Data	Classroom Teachers Library Media Specialist Technology Coach Para-Educators District Computer District Tech Director Principal	Aug 2013-June 2014	Two computer Labs and library media center with a total of 65 standards based computers on a 20%/year replacement plan One Document Camera and one Projector per classroom on a 10%/year replacement plan	$13,000/year for computers E-rate M & O Levy Title I Funds Building Technology Budget District Technology Budget $3500/year for Document Cameras and LCD Projectors

2013-2014 TECHNOLOGY PLAN

BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN

DISTRICT NAME: TOPPENISH BUILDING NAME: EAGLE

Goal Title: Student Graduation Rate

SMART Goal Statement: To increase the graduation rate of students by 1% as measured by the graduating class of 2012.

Strategy: To use technology for credit retrieval and skill remediation.

Rationale: Online delivery of rigorous, standards-based courses provides the flexibility to meet the needs of students in a variety of different circumstances—from those at risk to accelerated learners, and all those in between. (PLATO Research)

Evaluation Procedure: Graduation rate as measured by District Improvement Team annually.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Students will gain credit retrieval and skill remediation using the on-line program called Odysseyware.	Staff will be trained on Odyseeyware program.	Increase of percentage of students graduating	District Instructional Technology Director Technology Committee School Improvement Team Classroom Teachers Eagle Administrator Technology Support Staff Students	August 2013 through June 2014.	Computer lab (18 computers) Internet Odysseware	Building Technology Budget District Technology Levy M & O Levy Admin Match Title III Funds

Strategy: Use technology to complete school and state graduation requirements.

Evaluation Procedure: Completion rate of Senior project (TALONS) as measured by building staff and completion rate of assessments as measured by OSPI.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Students will be use Microsoft Office Suite, digital camcorder and other forms of technology to complete their school graduation requirements (i.e. senior projects etc.)	All staff will be trained on new technology (camera, PowerPoint, etc.), through the use of WOD training model, in order to help students with the skill needed to use and complete senior project.	Senior Project completion rate	Building Technology Committee Classroom Teachers Eagle Administrator District Technology Support Team	August 2013 through June 2014.	Computer lab (18 computers) Internet Microsoft Office Suite Digital Camcorders Flash Drives	Building Technology Budget District Technology Levy Navigation 101 Admin Match Title III Funds M & O Levy
Students will have access to Navigation 101 Online in Advisory classrooms (at least two student stations per room).						
Students will be using Mobile Lab to perform research for in class research, CBA/CBPA, and to complete other district/state assessments.	Staff trained on Nav101 Online. All staff will be trained on new technology (Mobile Lab), through the use of WOD training model, in order to facilitate proctoring and student research.	Students successfully accessing and using Nav 101 Assessment completion rate Successful completion of CBA's	Eagle Administrator Classroom Teachers Technology Committee Classroom Teachers Eagle Administrator	August 2013 through June 2014. August 2013 through June 2014.	Classroom Computers Internet Connections Mobile computer lab (25 units) Wireless Internet Microsoft Office Flash Drives	(Same as above) $30,000 (mobile lab) Building Technology Budget District Technology Levy

Goal Title: Technology Integration for Teachers

SMART Goal Statement: 75% of EAGLE teachers and staff will be at Tiers 2 on the Teacher Technology Literacy Self Assessment Survey before June 2014.

Strategy: Peer Coaching and just in time training.

Rationale: Research supports this as an effective strategy.

Evaluation Procedure: Results from the Pilot Survey.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Teachers will create an instructional technology goal that increases their technology skills and progresses them towards Tier 2 on the Tiers Model. Teachers will attend Workshops on Demand (WOD) to improve their instructional technology skills.	Training on models of effective instructional technology integration strategies and problem-based learning.	Staff Pilot Survey WOD Surveys Goal Completion	EAGLE Administrator District Technology Director Technology Committee Classroom Teachers Technology Support Staff	August 2013 through June 2014.	Computers Internet Mobile computer lab (25 units) Document Camera Projector Release Time for Training Workshop on Demand ETSC (ESD105) Technology Classes	District Technology Levy M&O Levy District Technology Budget Admin. Match Funds Title III Funds

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.

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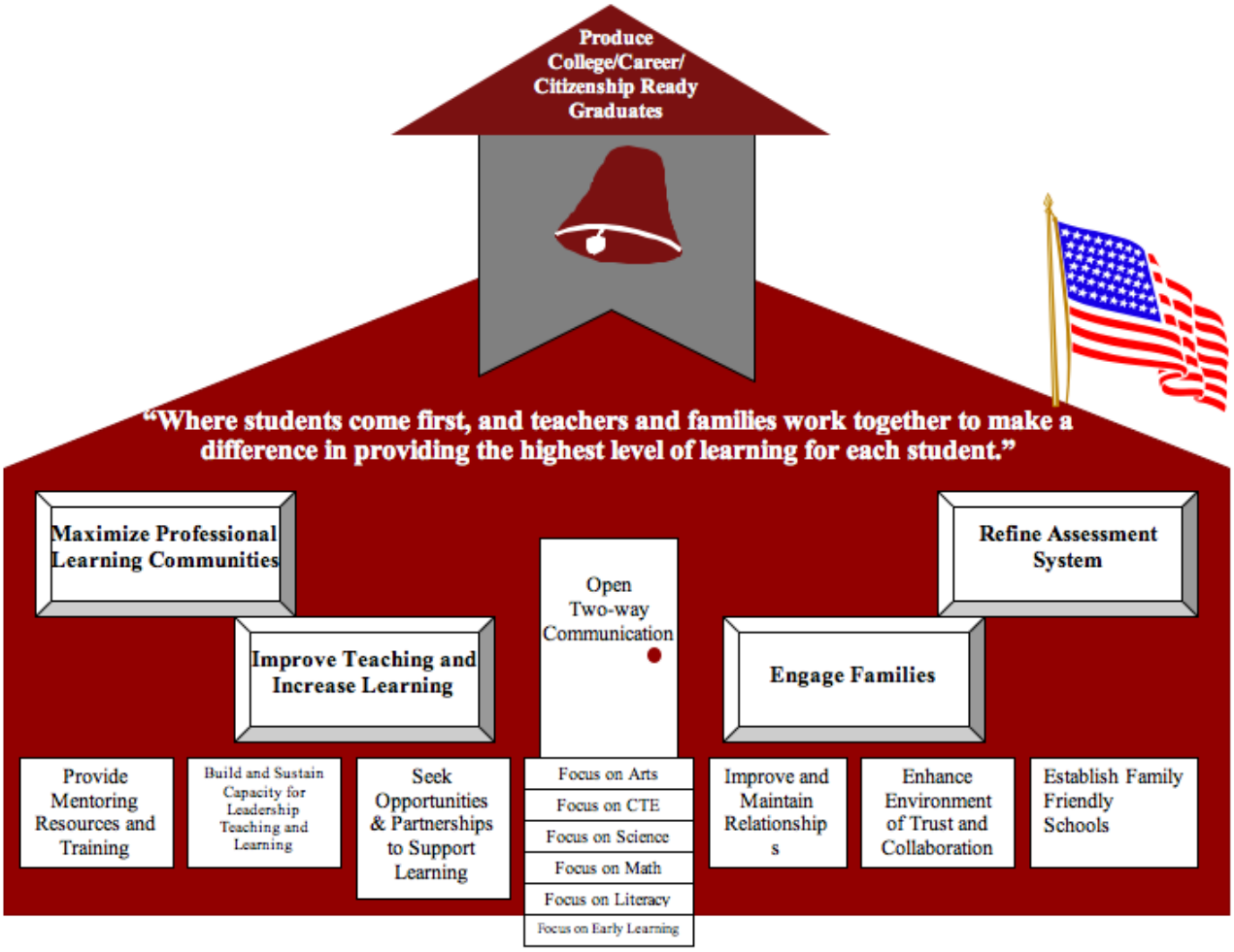
____ Our building's school improvement plan is for three years, and will not need to be updated during the district's 3-year technology plan.

Section 4
DISTRICT-LEVEL TECHNOLOGY & LEARNING IMPLEMENTATION PLAN (DLTLIP)



2013-2016 TECHNOLOGY PLAN

DISTRICT TECHNOLOGY GOALS

Goal Title: Technology Literacy of 8th-Grade Students

SMART Goal Statement: 5% of all 8th grade students will improve from Tiers 1 to Tiers 2 as measured by a Student Literacy Survey.

Strategy: Information Processing 1. Students will access and retrieve electronic information. *Use research strategies. * Use electronic encyclopedias, thesaurus, almanacs, indexes and catalogs. *Use electronic dictionary/thesaurus and calculators. *Use DVD, blue ray and other remote control devices. *Use local area networks to locate information. 2. Students will use information to support learning in all content areas.

Rationale: Students will use technology to access, retrieve, evaluate and interpret visual/auditory information.

Evaluation Procedure: All 8th grade students will be administered the Student Literacy Survey each year, and those results will determine the technology growth. Currently

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Keyboarding will be required of all elementary students before advancing to the Middle School. Keyboarding will be taught as part of the core curriculum in Library/Media classes using a program called "Mavis Beacon Teaches Typing". Keyboarding will also be taught by Middle School teachers for those students who need remedial assistance in keyboarding or for those who transfer and have missed the elementary program.	Librarians/Media Specialists, grades 3-5 along with Middle School (Gr 6-8) librarian/media specialist will be taught the elementary keyboarding program from a district trainer.	Elementary Keyboarding has a daily data measurement assessed to each student from each lesson. Final data on each student will be placed with the students' records as they move from grade to grade and up to the Middle School. Minimum performance for keyboarding skill be 28 wpm with no more than 5 errors	District Operational Tech Coordinator Dist. Instructional Tech Director District-wide Curriculum Director Building Technology Coaches Bldg. Principals Librarian/Media Specialists 4-8	August 2013 through July 2016	1. Keyboarding Manuals, Online licensing & Materials 2. Substitute pay for release time for teacher training	1. $8,000 2. $2,000 District Technology Budget (Levy) Building Technology Budget

2013-2016 TECHNOLOGY PLAN

DISTRICT TECHNOLOGY GOALS

Goal Title: Technology Integration Skills of Teachers

SMART Goal Statement: 5% of all District teachers will advance from Tiers 1 to Tiers 2 as measured by the PILOT Teacher Technology Integration Survey.

Strategy: Toppenish School District has adopted the Peer Coaching model of technology staff development. We have also adopted a concept from the Wenatchee School District called "Workshop on Demand" (WOD), which is a model of staff development that lends itself to the Peer Coaching strategy. We have at least one (if not more) building technology coaches in each school who facilitate this process.

Rationale: Research has shown that teachers are more likely to accept assistance and training from a peer vs. and outside expert. Data also supports that teachers are more likely to request assistance when tailored to their needs and timing of request.

Evaluation Procedure: Using the PILOT Technology Integration Surveys required for all classroom teachers, it is possible to monitor advancement from Tiers 1 to Tiers 2 and Tiers 3. Currently 80% of all Toppenish teachers are at Tiers 1; results taken from PILOT survey administered this past year, 2012. The goal is to have 5% of these teachers in Tiers 1 to advance to Tiers 2 each year for a total of 15% over the three year plan.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Train 1 teacher in each building to be a peer technology coach to provide quality professional development to others in the building. If there is a one building coach already present, then train 1 new coach each year to expand the model. Continue to support all existing coaches with annual Peer Coaching Continued training to support their skills and refine their ability to support peer coaching, and maintain 1 Certified Instructional Technology Director to provide training and support in the use of technology in the curriculum.	Peer Coaching & Peer Continued trainings provided by ESD105. This will be 4-8 days per year, of intense training in the concepts of peer coaching, technology techniques for instructional integration and building capacity in the area of technology fluency.	5% of each building's classroom teachers will advance from Tiers 1 to Tiers 2 each year for a total growth of 15%. Each teacher mentored will attend at least 2 Workshops on Demand each year. The total number of Workshop on Demand in-services will improve by 5% in each building.	District Instructional Tech Director District Operational Tech Coordinator Building Technology Coaches Bldg. Principals ESD 105 Tech Director	August 2013 through July 2016	1. Contracts for Bldg. Tech Coaches 2. WOD time sheet pay 3. Equipment for Coaches (laptop, printer, LCD projector, document camera, digital camera) 4. Software for coaches (Microsoft Office Suite, Inspiration) 5. Sub pay: coach trainings & teacher release 6. Registration fees for Peer Coaching trainings at ESD105. 7. Instructional Technology Director	1. $14,000 2. $15,000 3. $20,000 4. $5,000 5. $5,000 6. $5,000 7. $70,000 District Technology Budget (Levy)

2013-2016 TECHNOLOGY PLAN

DISTRICT TECHNOLOGY GOALS

Goal Title: Technology Proficiencies of Administrators, Teachers & Teacher-Librarians

SMART Goal Statement: 5% of the district's administrators, teachers and teacher-librarians will advance from the basic level to the proficient level as measured by the proficiency data supplied by the PILOT Technology Surveys.

Strategy: The administration, teachers and teacher-librarians will implement the use of technology as a mode of data collection and the presentation of information in order to increase their technology proficiency.

Rationale: Technology improves performance when the application is integrated into the typical instructional day.

Evaluation Procedure: Using the PILOT Survey Tool, it is possible to monitor and calculate advancement from Basic to Proficient levels. The spring 2013 data will be the baseline data. The goals is to have 5% of administrators, teachers and teacher-librarians to advance from Basic to Proficient each year, for a total of 15% over the three year plan.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Administrators, teachers & Library/Media Specialists will use the district data depository system and online gradebook in order to inform instructional decision making. **Administrators, teachers & Library/Media Specialists will create and use electronic presentations for instructional use.**	Workshop on Demand (just in time training) on Skyward Secondary Gradebook, Standards Based Gradebook and DataDirector (data depository system). Workshop on Demand training on Inspiration, PowerPoint, Internet, document cameras, LCD projectors, interactive whiteboards, wireless slates, iPads and student response systems.	5% of the administrators, teachers, and teacher librarians will advance from Basic to Proficient (yearly) according to the PILOT survey.	Instructional Technology Director Operational Technology Coordinator Administration Teachers Library / Media Specialists Building Technology Coaches	August 2013 – July 2016	WOD time sheet pay Software: Inspiration Replacement of equipment as needed (much of the needed equipment is already in each building) DataDirector licensing	WOD - $5,000 Inspiration - $28 per license = $2,000 Equipment - $6,000 Building Technology Bdgt District Technology Bdgt Levy (M&O) Bilingual Funds

2013-2016 TECHNOLOGY PLAN

NARRATIVE

The Toppenish School District is made up of four elementary schools, one middle school, one high school and an alternative middle school/high school. Each of the buildings have a written technology plan that is directly tied their buildings' school improvement plan. Each of the buildings have at least one building technology coach (if not more) that assist the staff in integrating technology into their instructional practices and increase their levels of technology literacy with the ultimate goal of increasing student achievement.

Included in the building school improvement plans are professional development schedules. Two technology days are included in each of the building schedules, which are dedicated to staff technology trainings. These trainings are held on early release days or non-student teacher contracted days. Also, the buildings embrace the Workshop on Demand model of professional development. The Workshop on Demand model is "just in time and just enough" technology integration training. It is paid time for the building staff to attend technology trainings. Both of these trainings allow the administration and teachers to learn:

- new software applications (ie. Inspiration, Kidspiration, InspireData, Microsoft Office Suite, digital editing software, AutoDesk, etc.)
- how to use new technology equipment (ie. document cameras, LCD projectors, interactive whiteboards, iPads, wireless slates, student response systems, microscopes, digital camera, video cameras etc.)
- how to plan rigorous technology integrated lessons that result in higher levels of student achievement

Teachers and administrators are setting individual technology goals as part of their professional development plans. These goals assist them in moving themselves along the Tiers Model (from Tier 1 to Tier 2 and then Tier 3) and overall building their technology literacy skills so that they can integrate technology into their daily practices more effectively and efficiently. These goals also include how they are going to integrate technology, which in turn produces more technology opportunities for the students.

Each of the buildings have at least one computer lab for student use (if not more), as well as most classrooms have a document camera and LCD projector and a networked computer. Students are required to use technology to research, plan, prepare and present their learning. The elementary schools are teaching keyboarding and it is reinforced at all remaining grade levels.

All of the pieces of our building technology integration plans are working together in order to increase our students' and staff's technology literacy, increase the integration levels of technology, differentiate instruction that accommodates digital age learners, and ultimately increase student achievement.

TECHNOLOGY SURVEY AND CIPA COMPLIANCE

Annual Technology Survey	**CIPA Compliance**
√ Yes - District has completed the current technology survey and will continue to complete the survey annually.	√ Yes - The district has completed the current Form 479 and will continue to complete a Form 479 annually.

SECTION 4: DISTRICT-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN

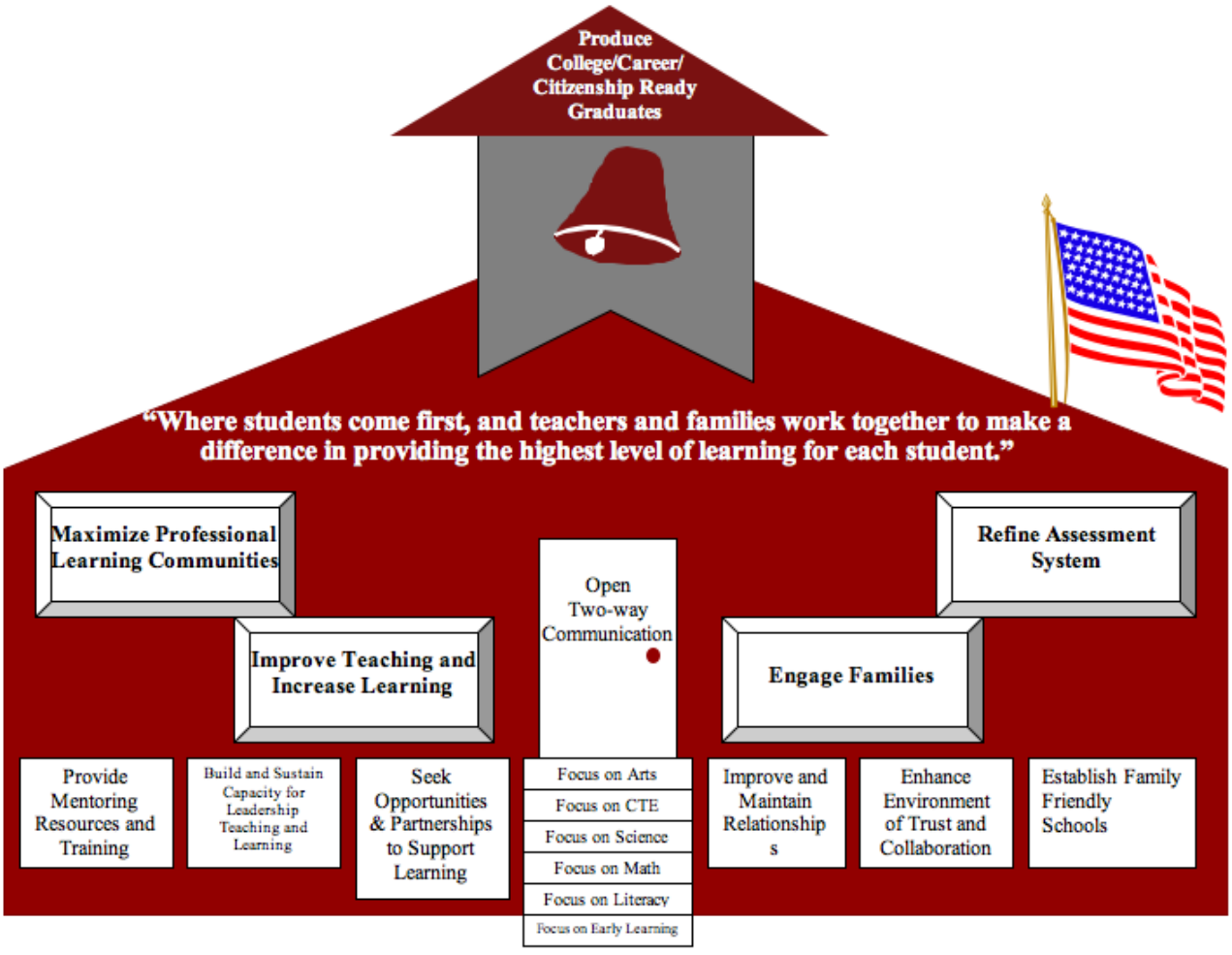
4B.2 DISTRICT-LEVEL PROFESSIONAL DEVELOPMENT PLAN

Professional Development

Professional Development Activities	Budget and Funding Sources	Timeline
1 certified Instructional Technology Director to provide training and support in the use of technology in the curriculum 7 staff members to attend the Peer Coaching Initiatives at ESD105 and continue or become a building technology coach.	$60,000.00 M &O Levy $7,000.00 District Technology Budget	August 2013 – July 2014 August 2013 – July 2014
Provide staff with professional development from ESD105 and/or District Instructional Technology Director on research based technology, Thinkfinity, Webquest, Inspiration, Graphic Organizers, Tiers 1, 2 & 3 trainings using the (WOD) Workshop on Demand model.	No Cost from ESD105 $20,000.00 Teacher Optional hours District Technology Budget	August 2013 – July 2014

How will implementing this professional development plan help you reach your building and/or district goals?	Staff will benefit from having teacher leaders that have been trained in the integration of technology. The teacher leaders in the buildings can provide immediate assistance to other teachers who are just learning to use technology. These staff will help move staff from Tiers 1 to 2 and from Tiers 2 to 3.

Section 5
DISTRICT-LEVEL NETWORK AND TELECOMMUNICATIONS PLAN



2013-2016 TOPPENISH SCHOOL DISTRICT
DISTRICT-LEVEL NETWORK AND TELECOMMUNICATIONS PLAN-PART 1

1. Technology Assessment (E-Rate requirement)

District Inventory	CIPA Compliance	District Technology Standards	Budget Summary
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. **_X_ Yes**	**The Toppenish School District maintains a hybrid network, utilizing both PCs at the High School and Middle School, and Elementary Schools. Our minimum specifications are the same as the state standards:** **PC:** Intel or AMD based Pentium 3.2 GHz or higher desktop, or Pentium 2.5GHz or higher laptop **Minimum:PC 3GHZ or higher** **Printers; Desktop; HP Laserjet** **Networked Printers: HP 4000,6000, and 8000 series both monochrome and color.** **Tablet: iPad and ePad Transformer** **Digital Cameras: Canon for instructional staff** **Document Cameras :Elmo** **Projection Devices: NEC** **Software used District wide with main function noted** **All Staff Workstations both Platforms:** **Suite: Office standard and Pro 2010** **Email: Google Mail** **Browsers: Internet Explorer, Firefox, Chrome** **AntiVirus: Kasperski** **Administrative Workstations may also include: Citrix PC Skyward Client, Citrix ICA Client** **Graphic Organizer: Inspiration, Kidspiration, Smart** **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 cost. All Instructional software purchased for the district must be research based and follow best practices, and have direct alignment to the curriculum.**	Maintenance & Operations Levy $300,000.00 District Technology Support $180,000.00 Instructional Technology $100,000.00 Hardware $300,000.00 Software $120,000.00 Services $100,000.00 Training $25,000.00 Staff $65,000.00 Tech Support Staff $165,000.00

2013-2016 TOPPENISH SCHOOL DISTRICT
DISTRICT-LEVEL NETWORK AND TELECOMMUNICATIONS PLAN - PART 2

2. Priority One Requests (E-Rate)

Voice, Data, Video and Other Priority One Capabilities	Purchase / Budget / Potential Funding Source(s)
Pots, Circuits (ISDN PRI's, Opx, DID's) Will be leased from the local common Carrier. These services are critical to the connect ability of the WAN.	These Services will be purchased using ERATE Funding which is approximately at the 90% discount rate. The remainder amount will be paid out of district funds earmarked for District Utilities services. The funds are budgeted annually and projected for what is not covered under ERATE funding. There is a also a Maintenance and Operations Levy passed in 2009 which covers cost of technology services. This is a four year levy which will cover to 2013. These approximately $50,000 before discounts. The district share to be budgeted will be about $5,000 for these services.
Cellular Phones Services. Currently we have 80 cell phones being used by eligible staff for wireless communications. These are used by Principals, Teachers, Nurses, Bus Drivers etc to stay connected for critical communications between schools, community and parents.	Currently we purchase these services from US Cellular on a Month to Month basis. Currently our average monthly bill for these services is approximately $6000.00. Our cost after the 90% discount from ERATE is $600.00. We budget the $600 from the district Utilities budget as well as we charge the cell phone fees not covered by ERATE to individual program budgets.

Long Distance Services are being purchased by our local carrier. These services are provided to allow eligible entities to communicate with out of area contacts. These services are records tracking, purchasing necessary educational material, providing support for training for necessary staff and educational programs. No private calls are allowed under these services. The logs are monitored monthly to prevent non eligible use.		The district purchases these services on a Month to Month basis paying 10%non discounted ERATE amount from individual program budgets. The district also budgets for District wide use for administrative use and non eligible entities. Currently the monthly cost for these services is about $500 per month.
How will these services support the activities/goals established in Section 3 (and 4)?	These services are the communication link for basic phone to the eligible entities of the Toppenish School District. These services are critical for staff communications to provide appropriate educational activities for all students. Communications with parents and the community is a vital need for providing necessary learning activities for all students. We are required to provide safe schools for all students and these services are necessary to provide this safety with 911 services and notification to parents and emergency responders in case of crisis incidence in each eligible entity. The goal of increasing student learning by 10% annually could not be achieved without these services.	

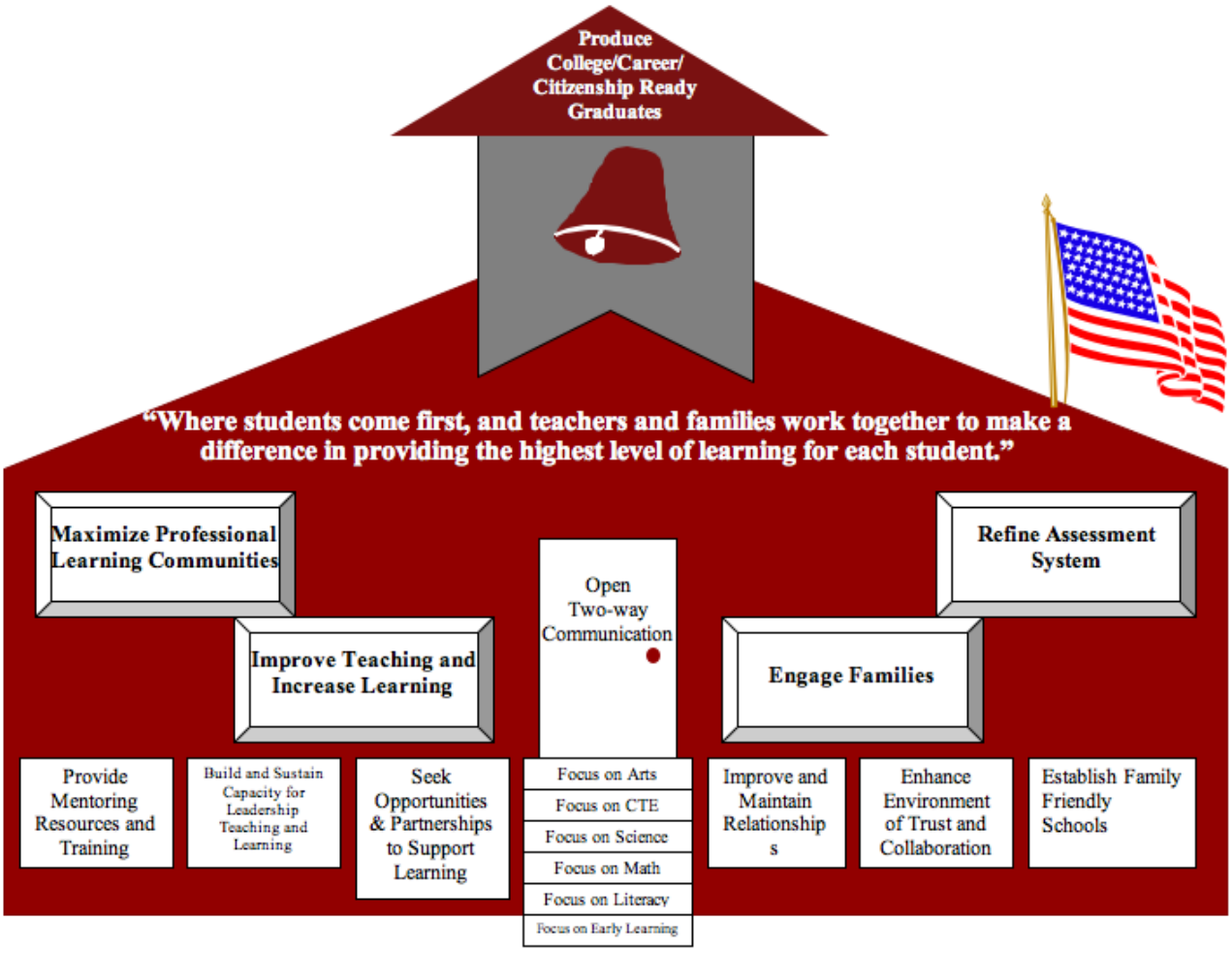
2013-2016 TOPPENISH SCHOOL DISTRICT
DISTRICT-LEVEL NETWORK AND TELECOMMUNICATIONS PLAN PART 3

3. Priority Two Requests (E-Rate)

Hardware/Software/Support	Purchase / Budget / Potential Funding Source(s)
District-Wide Maintenance and Support of WAN, LAN Data, Phone, and Video Equipment. We will be signing contracts with vendors to provide Basic Maintenance service to maintain and support the existing equipment which is critical to the connectivity of the WAN and LAN to the desktop to the internet. This equipment includes, Routers, Firewalls, Switches, wireless access points, etc. Much of the equipment is Cisco and covered under Ednetics care and a maintenance contract with Ednetics. The support for installation, troubleshooting, and configuring is being covered under a contract with Ednetics. These contracts will be renewable year to year with both parties in agreement. The PBX's and Voicemail systems will be covered under basic maintenance contract multi-year renewable by both parties in agreement with an Avaya certified vendor. Currently this service is being provided by Continuant.	The contracts for the maintenance services will continue with the multi-year contracts already in place for Year 2012-2013. The funds for all contracts will be budgeted with the District Technology Budget under services. 90% will be sought under ERATE funding and the remainder paid under District Technology Budget. This budget is provided annually by a Maintenance and Operations Levy approved by the voters starting 2009-2013.

How will these technology items support the activities/goals established in Section 3 (and 4)?	Maintenance of existing WAN and LAN connectivity equipment is critical to providing basic internet service to the classroom and desktop. The goal of improving student performance can't be achieved with the technology for information access. This applies to the maintenance for the phone system, Video system, Voice mail system all electronics associated with the WAN (routers, switches, firewall, wireless access points). .

Section 6
REVIEW
AND
UPDATE

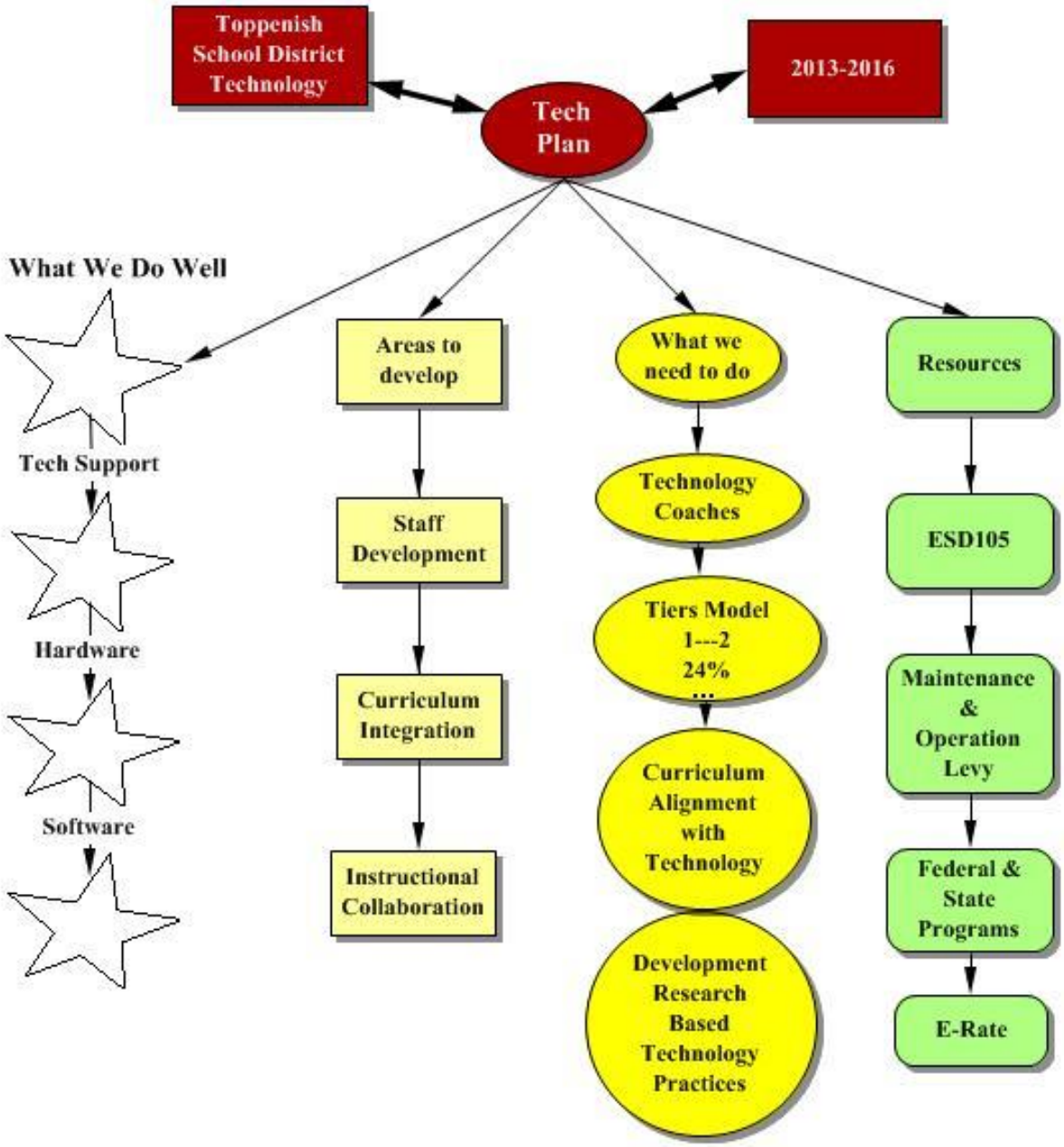


2013-2016 TOPPENISH SCHOOL DISTRICT
DISTRICT-LEVEL NETWORK AND TELECOMMUNICATIONS PLAN-PART 4

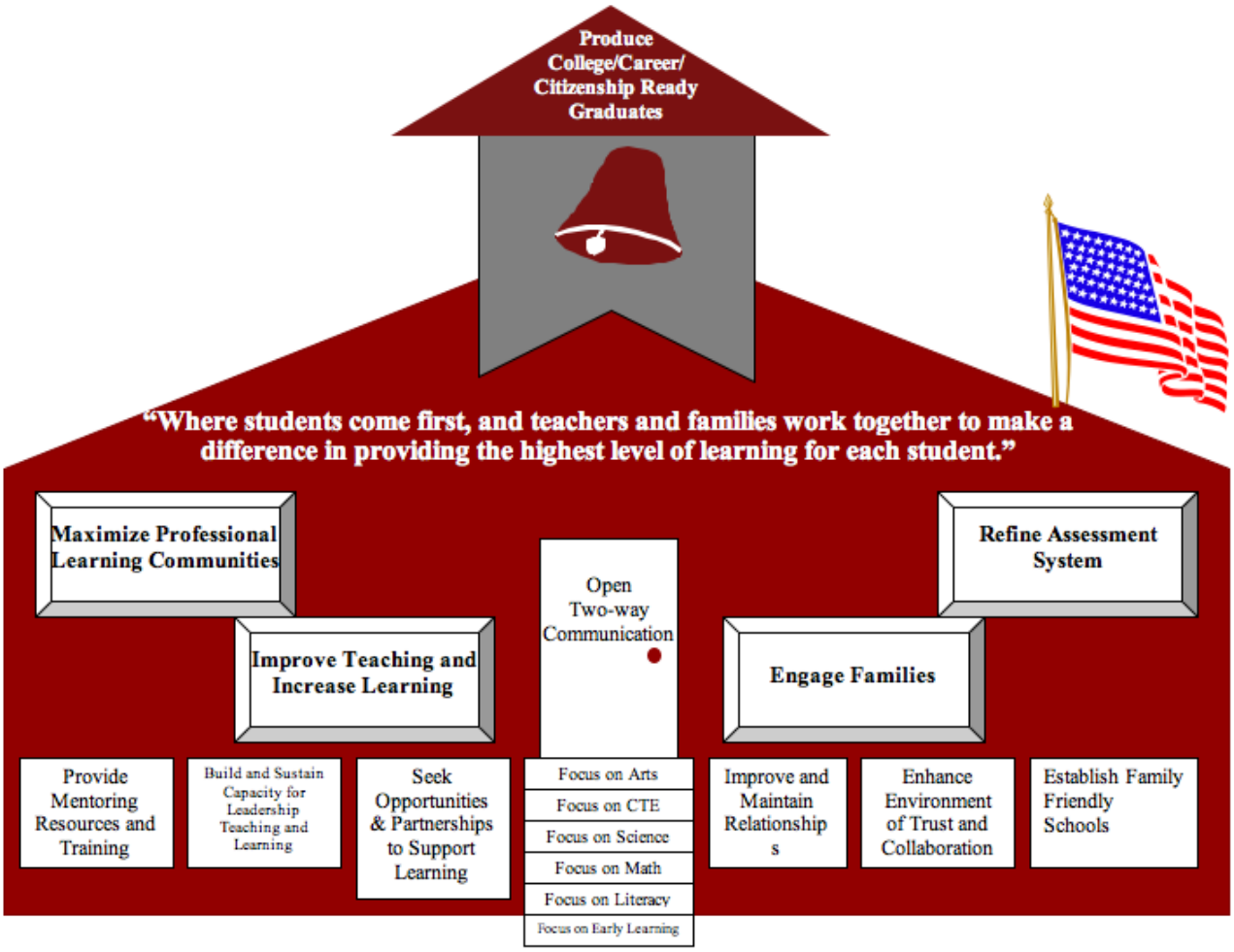
4. Maintenance, Upgrade and Support Strategies:

Description of Maintenance/Upgrade/Support Strategies	Purchase / Budget / Potential Funding Source(s)	Timeline
All district technology equipment will be maintained by District, E-RATE and building technology budgets. Upgrades will be done as needed by building budgets and available carryover and administrative match monies. Support for technology coordinator, three full time technology support staff. Each building also has a Instructional Technology Coach for assistance with the use of technology in the classroom activities.	The district will provide maintenance of all district technology from a multitude of sources.1)The District will seek Maintenance contracts for all eligible equipment from ERATE annually which will cover 90% of the cost of maintenance. The 10% remaining will be covered by the Maintenance and Operations Levy passed by the District in 2009 for four years, which provides a district budget for technology support and maintenance. Currently the district budget for staff and materials and services is approximately $300,000. This budget is allocated by the board annually.	2013-2016 District provided technology support-ongoing 2013-2016 Basic Network Hardware, software, cabling Maintenance- Annual agreement with service providers. 2013-2016 Staff Development ongoing.

How will your maintenance and upgrade plan help you reach the goals established in Section 3 (and 4)?	The Maintenance and purchase of technologies is critical to the daily operations of educational activities. Providing the adequate amount of equipment and in good working order is essential for student learning. With current working existing equipment students have the opportunity to gain knowledge and skill to increase learning by 10% annually and to increase the graduation rate.


Toppenish School District Technology
2013-2016
Tech Plan
What We Do Well
Tech Support
Hardware
Software
Areas to develop
Staff Development
Curriculum Integration
Instructional Collaboration
What we need to do
Technology Coaches
Tiers Model 1---2 24% ...
Curriculum Alignment with Technology
Development Research Based Technology Practices
Resources
ESD105
Maintenance & Operation Levy
Federal & State Programs
E-Rate

Section 7
APPENDICES



SECTION 7: APPENDICES

7. TECHNOLOGY PLAN APPENDICES

Item	Why are we including it?
Acceptable Use Polices	These polices are critical to the use of the Technologies and to show compliance to CIPA for E-Rate.
Parent Permission for Student Publishing on the Internet	This form is for legal permission and for protection of the privacy polices for parents and students
Tiers of Technology Integration into the Classroom Indicators	This document is referred to in many of the plans and is a model for Technology Integration within the classroom.
Technology Use in the Classrooms	This document is referred to in many of the plans and is a model for Technology Integration within the classroom.
Washington State Technology Tiers Progression Model	This document is referred to in many of the plans and is a model for Technology Integration within the classroom.
Tiers of 8th Grade Technology Literacy Indicators	This document is referred to when setting standards for student technology literacy goals.
Credits	This document shows the participation of the plan and gives credit to those who assisted in the contents. These people will also be instrumental in the review and evaluation process.

ELECTRONIC INFORMATION SYSTEM (NETWORK)

ACCEPTABLE USE GUIDELINES

- All use of the system must be in support of education and research and consistent with the mission of the district. District reserves the right to prioritize use and access to the system.

- Any use of the system must be in conformity to state and federal law, network provider policies and licenses, and district policy. Use of the system for commercial solicitation is prohibited. Use of the system for charitable purposes must be approved in advance by the superintendent of designee.

- The system constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.

- No use of the system shall serve to disrupt the operation of the system by others; system components including hardware or system software shall not be destroyed, modified or abused in any way.

- Malicious use of the system to develop programs that harass other users or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system is prohibited.

- Users are responsible for the appropriateness and content of materials they transmit or publish on the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.

- Use of the system to access, store or distribute obscene or pornographic material is prohibited.

- Subscription to mailing lists, bulletin boards, chat groups and commercial on-line services and other information services must be pre-approved by the superintendent or designee.

SECURITY

- System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their account number or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.

- Users shall not seek information on, obtain copies of, or modify files, other data or passwords belonging to other users, or misrepresent other users on the system, or attempt to gain unauthorized access to the system.

- Communication may not be encrypted so as to avoid security review.

- Users should change passwords regularly and avoid easily guessed passwords.

PERSONAL SECURITY

- Personal information such as addresses and telephone numbers should remain confidential when communicating on the system. Students should never reveal such information without permission from their teacher or other adult.

- Students should never make appointments to meet people in person that they have contacted on the system without district and parent permission.

- Students should notify their teacher or other adult whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.

COPYRIGHT

- The unauthorized installation, use, storage or distribution of copyrighted software or materials on district computers is prohibited.

GENERAL USE

- Diligent effort must be made to conserve system resources. For example, users should frequently delete E-mail and unused files.

- No person shall have access to the system without having received appropriate training, and a signed Individual User Release Form must be on file with the district. All students must have the approval of a parent or guardian.

- Nothing in these regulations is intended to preclude the supervised use of the system while under the direction of a teacher or other approved user acting in conformity with district policy and procedure.

From time to time, the district will make a determination on whether specific uses of the system are consistent with the regulations stated above. Under prescribed circumstances non-student or staff use may be permitted, provided such individuals demonstrate that their use furthers the purpose and goals of the district. For security and administrative purpose the district reserves the rights for authorized personnel to review system use and file content. The district reserves the right to remove a user account on the system to prevent further unauthorized activity. The district's wide area network provider (WedNet) reserves the right to disconnect the district to prevent further unauthorized activity.

Any violation of this policy by student will result in appropriate disciplinary action, including loss of Internet license, and may also be subject to legal action included under any applicable law. Such disciplinary actions will be consistent with district or building policies and procedures.

Any violation of this policy by staff will result in appropriate disciplinary action, up to and including dismissal, and may also be subject to legal action included under any applicable law. Such disciplinary actions will be consistent with district policies and procedures as well as collective bargained agreements, where appropriate.

Adoption Date: October 16, 1995

ELECTRONIC INFORMATION SYSTEM (NETWORKS)

INDIVIDUAL STUDENT USER ACCESS INFORMED CONSENT FORM

In consideration for the privilege of using the network and in consideration for having access to the public networks, I hereby release Toppenish School District, Washington School Processing Cooperative, and other intermediary providers, if any, and operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my child's use, or inability to use, the WedNet including, without limitation, the type of damage identified in the Toppenish School District's Acceptable Use Guidelines. Further my child and I agree to abide by the District's Policy and Procedures for Electronic Information Systems, which we have reviewed and understand, and we acknowledge that failure to comply with the policy and procedures may result in revocation of network privileges and/or the imposition of discipline. My child and I acknowledge and agree that the Toppenish School District has the right to review, edit, or remove any materials installed, used, stored, or distributed on or through the network or District's system and we hereby waive any right of privacy which my child and I may otherwise have into such material.

_____	_____
Signature of User	**Signature of Parent/Guardian** ** Required for all Students
_____	_____
Printed Name of User	Printed Name of Parent/Guardian
_____	_____
Address	Address
_____	_____
City/State/Zip	City/State/Zip
_____	_____
Phone	Phone
_____	_____
Date Signed	Date Signed

FOR OFFICIAL USE ONLY - DO NOT WRITE BELOW THIS LINE

Account Number_____

Approved by_____ Date_____

Building_____

ELECTRONIC INFORMATION SYSTEM (NETWORKS)

INDIVIDUAL SCHOOL STAFF USER ACCESS INFORMED CONSENT FORM

In consideration for the privilege of using the network and in consideration for having access to the public networks, I hereby release Toppenish School District, Washington School Processing Cooperative, and other intermediary providers, if any, and operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use, or inability to use, the WedNet including, without limitation, the type of damage identified in the Toppenish School District's Acceptable Use Guidelines. Further, I agree to abide by the District's Policy and Procedures for Electronic Information Systems, which I have reviewed and understand, and I acknowledge that failure to comply with the policy and procedures may result in revocation of network privileges and/or the imposition of discipline. I acknowledge and agree that the Toppenish School District has the right to review, edit, or remove any materials installed, used, stored, or distributed on or through the network or District's system and I hereby waive any right of privacy which I may otherwise have into such material.

_____
Signature of User

_____
Printed Name of User

_____
Address

_____
City/State/Zip

_____
Phone

_____
Date Signed

FOR OFFICIAL USE ONLY - DO NOT WRITE BELOW THIS LINE

Account Number_____

Approved by_____ Date_____

Building_____

Parent Permission Form for Publication of Student Photo/Information on School Web Page

Name of Student: _____

School: _____

Purpose for posting student photograph or personal information:

To publish student's picture on the Toppenish School District's web site www.toppenish.wednet.edu.

I understand that my student's photograph/descriptors/statistics is under consideration for publication on the school's World Wide Web page, a part of the Internet. The photograph/ descriptors/statistics will include a notation that it is published with my permission. I grant permission for the publication of the photograph/descriptors/statistics on the Toppenish School District web site.

_____
Parent name (please print)

_____ _____
Parent signature Date

I, the student, also give my permission for the publication of my photograph/personal information.

_____ _____
Student Signature Date

Dear Parent/Guardian:
We are in the process of creating the Toppenish School District web site and would like to publish your son/daughter's picture on it. Please read and sign the Parent Permission Form (enclosed) and return it in the self-addressed stamped envelope to our office. Once we receive all of the permission forms, we will publish the picture on the following website: **www.toppenish.wednet.edu.**

If you have any questions or need additional information, please don't hesitate to contact me at _____.

Sincerely,

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	Teachers: • 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)*	Teachers: • 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)*	Teachers enable students to: • 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)*

Technology Use in Classrooms

	Tier 1: Teacher Productivity Station (**Supports** the learning experience)	Tier 2: Instructional Presentation and Student Productivity (**Enhances** the learning experience)	Tier 3: Student-Centered Learning Classroom (**Personalizes** the learning experience)
Observable and Best Practices	This tier focuses on the teacher using technology to get his/her job done. The teacher: • Produces learning materials more effectively • Communicates quickly with e-mail • Finds instructional resources on the Internet • Keeps / Organizes student information, grades more effectively • Classroom Website: Post grades, classroom information, calendar, information for parents, etc.	This tier involves teacher facilitation of large group learning activities and also student productivity use of technology (word processing, etc.): • Brainstorm and share ideas • Deliver visual presentations • Represent information visually • Conduct one-computer classroom lessons • Facilitate group discussions and lessons • Students write papers, reports on computer or mobile device (iPad, etc.) • Classroom Website: Post educational resources, video lessons ("flipped classrooms")	This tier involves student use of technology in personalized/individualized learning activities: • Inquiry-based, essential questions • Research, analyze data and problem-solve • Write, develop and publish products • Invent products through programming • Creating and using WebQuests and Curriculum Pages • Authoring/reviewing work online • Classroom Website: Post student work and projects, online discussions
Professional Development Possibilities	• Office-suite software training • Internet I (searching for information, copyright, citations) • Internet II (finding instructional resources on the Internet) • Thinkfinity awareness training	• Presentation systems/techniques • Presentation software (PowerPoint, Keynote) • Graphic Organizer (Inspiration) • One-computer classroom strategies • Group Processes Program-Solving software (Decisions/Decisions, etc.) • Using handhelds and smart keyboards for writing and other student projects	• Using tech. in project-based learning • Graphics and video-editing • Web publishing • WebQuests and Curriculum Pages • Using graphing calculators, probeware and/or robotics for problem-solving • Internet safety for students
Required Conditions	• Computer network • Technical Support ensuring successful operation of computers and network • Administrative expectations for technology use for administrative purposes	Conditions in Tier 1, plus: • Good access to computers for student use • Technical Support for projector/document camera use • Administrative expectations for technology use for instructional purposes	Conditions in Tier 2, plus: • School-based technology integration coach • Ubiquitous access to computers for student use • Opportunity for publishing and sharing online • Administrative expectations and support for technology use for project-based learning
Technology Resources	Standard technology resources, including: • Standards-based computer • Access to at least one printer • Internet access • Office suite productivity software • Thinkfinity and other online teacher lesson resources (use as is) • Access to student management software	Resources in Tier 1, plus: • Document camera • Projector • Inspiration (graphic organizing software) • Thinkfinity, WebQuests and other online teacher lesson resources from the Internet (adapt and use) • Printer(s) in classroom (BW Laser) (Color Inkjet)	Resources in Tier 2, plus selected: • Multimedia production technology (digital camera, camcorder, video-editing software, etc.) • Web publishing software • Handhelds, graphing calculators • Science Probeware • Robotics • High tech classrooms or computer labs
Estimated Costs (Excluding tax)	Computer ..... $800 Printer (or share of networked laser printer) .. $200 Office Suite $56	Document Camera ..... $438 Projector ..... $664 Cart/Projector Mount ..... $125 Inspiration ..... $30 Portable Laptop/iPad Lab $14,000-20,000	**Depends on solution(s) selected.**
Other Supportive Technologies		• Interactive Whiteboard ..... $1230 • Classroom Response System (RF) ..... $1500 • Classroom Audio System $263-1500	

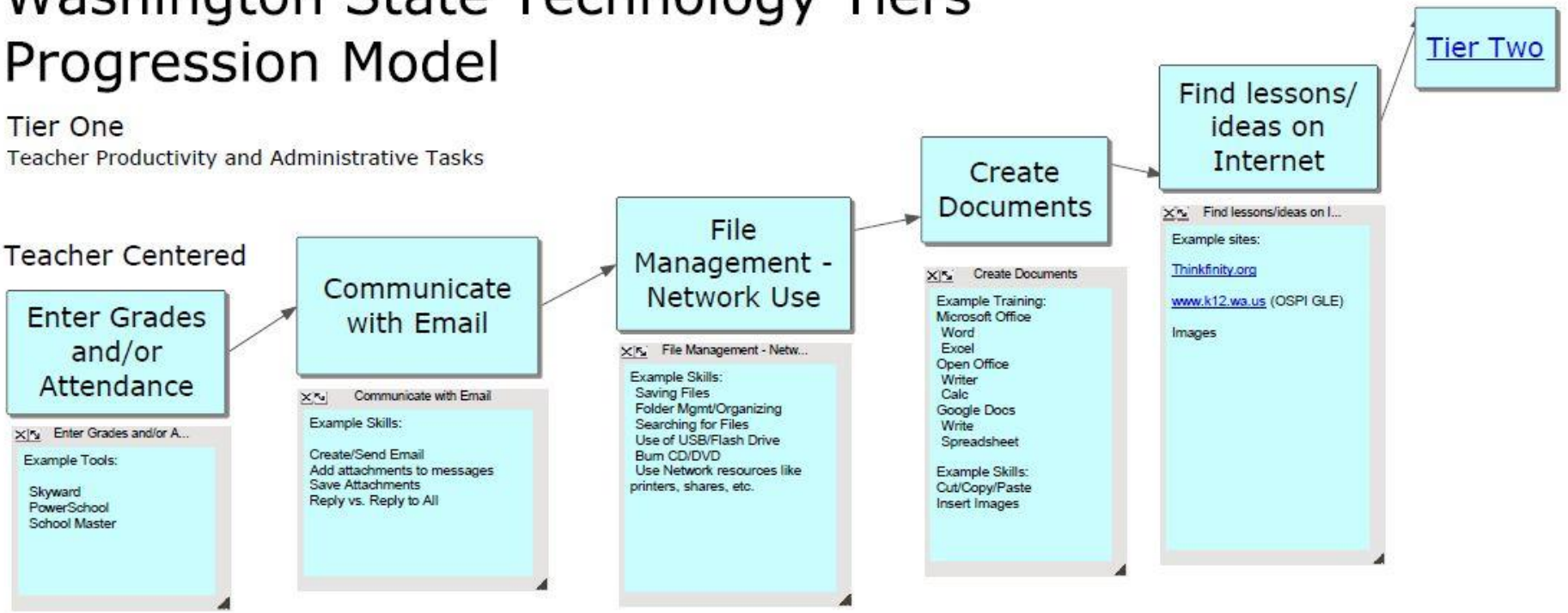
Developed by Washington's Educational Technology Support Center Program

Washington State Technology Tiers Progression Model

Tier One

Teacher Productivity and Administrative Tasks

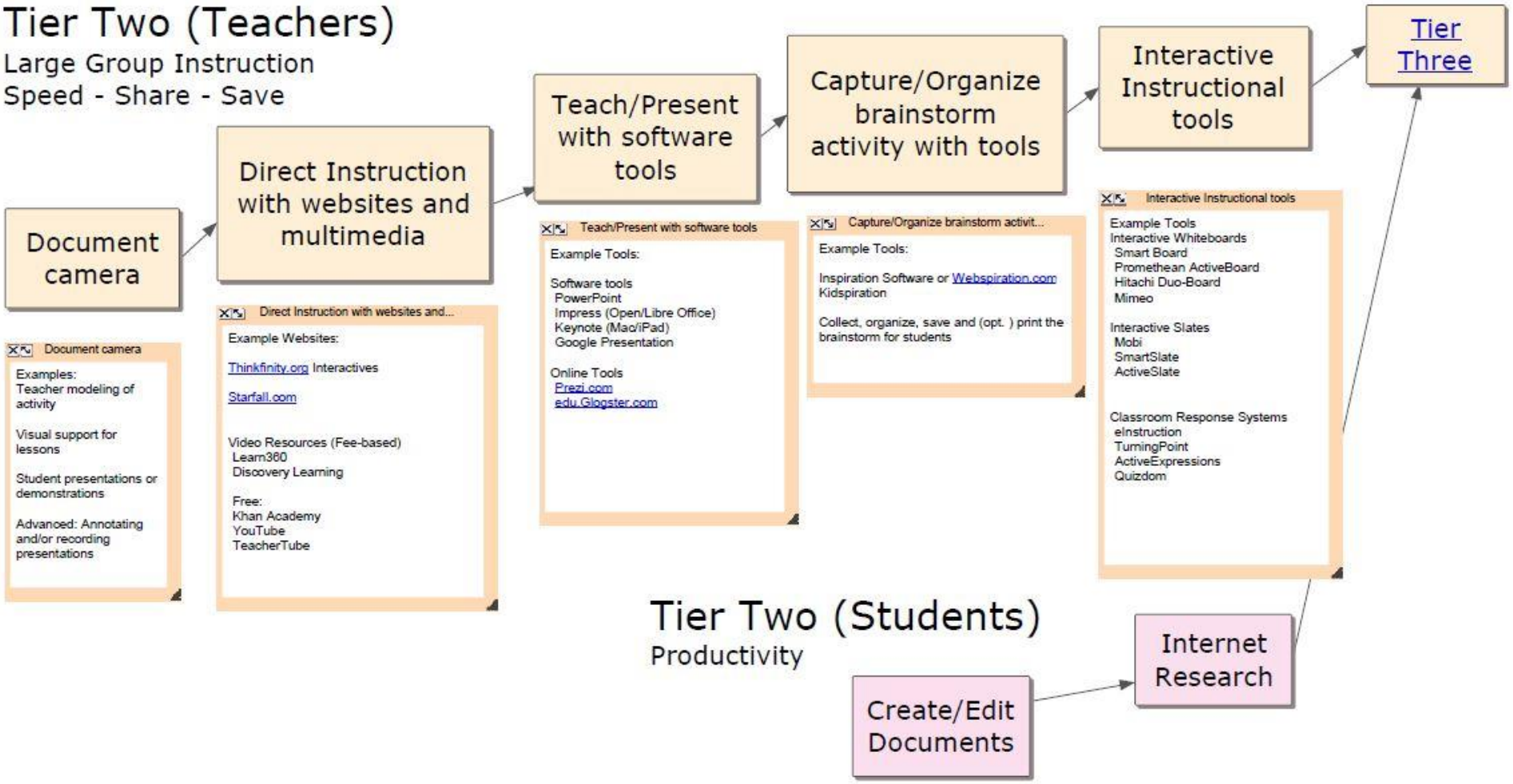
Teacher Centered



This progression model is being provided as an example or typical progression through the three Tiers. This exact progress is NOT required in any way. But it does outline a typical and logical path of educational technology use. It is intended to move from easy to hard, less impact to greater impact, little research support to greater support and to provide for common skill prerequisites.

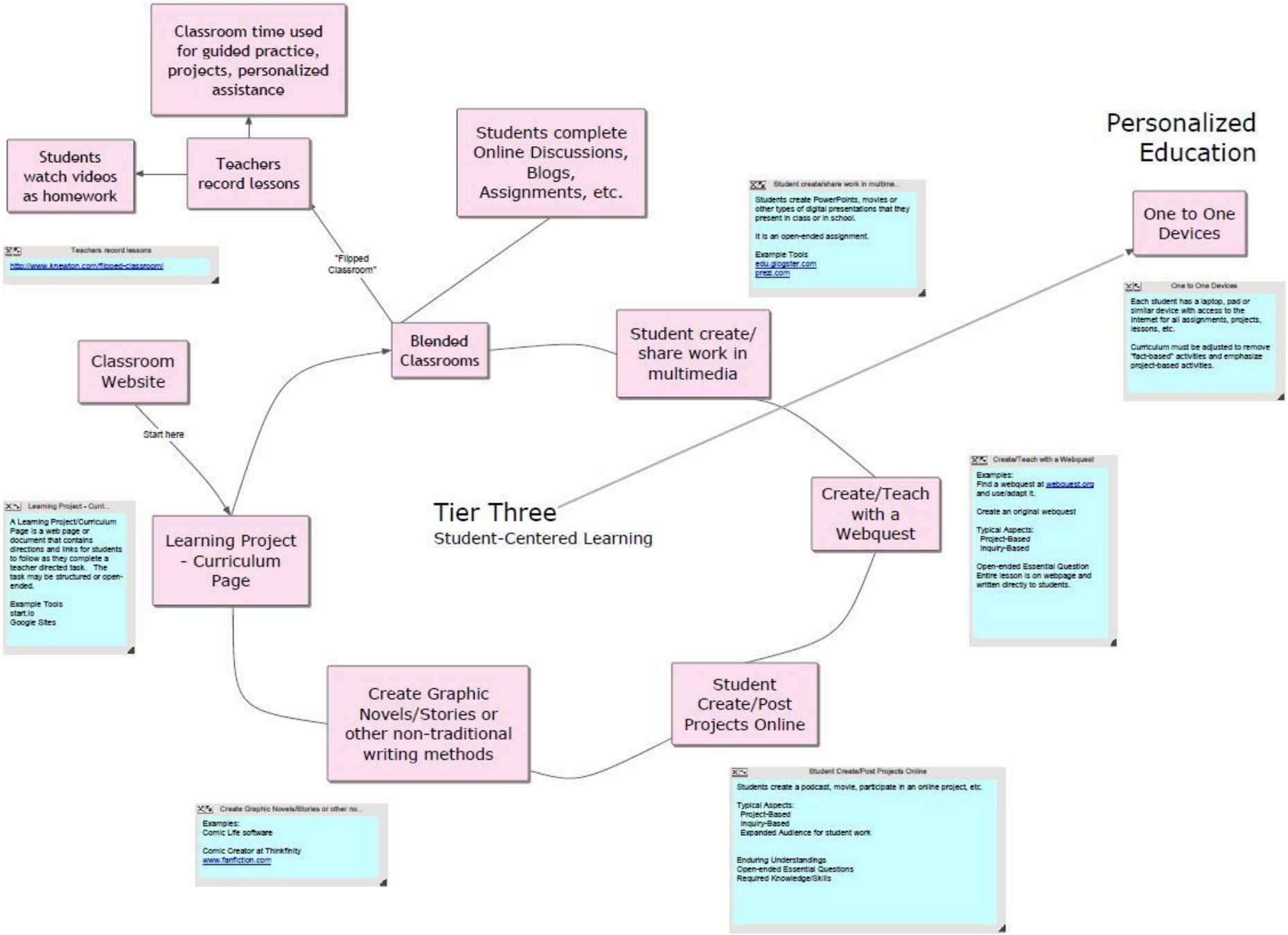
Tier Two (Teachers)

Large Group Instruction
Speed - Share - Save



Tier Two (Students)

Productivity


Classroom time used for guided practice, projects, personalized assistance
Students watch videos as homework
Teachers record lessons
Students complete Online Discussions, Blogs, Assignments, etc.
Personalized Education
Teachers record lessons
http://www.knewton.com/flipped-classroom/
"Flipped Classroom"
Student create/share work in multime...
Students create PowerPoints, movies or other types of digital presentations that they present in class or in school.
It is an open-ended assignment.
Example Tools
edu.glogster.com
prezi.com
One to One Devices
One to One Devices
Each student has a laptop, pad or similar device with access to the Internet for all assignments, projects, lessons, etc.
Curriculum must be adjusted to remove "fact-based" activities and emphasize project-based activities.
Classroom Website
Blended Classrooms
Student create/ share work in multimedia
Start here
Learning Project - Curri...
A Learning Project/Curriculum Page is a web page or document that contains directions and links for students to follow as they complete a teacher directed task. The task may be structured or open-ended.
Example Tools
start.lo
Google Sites
Learning Project - Curriculum Page
Tier Three
Student-Centered Learning
Create/Teach with a Webquest
Create/Teach with a Webquest
Examples:
Find a webquest at webquest.org and use/adapt it.
Create an original webquest
Typical Aspects:
Project-Based
Inquiry-Based
Open-ended Essential Question
Entire lesson is on webpage and written directly to students.
Create Graphic Novels/Stories or other non-traditional writing methods
Student Create/Post Projects Online
Create Graphic Novels/Stories or other no...
Examples:
Comic Life software
Comic Creator at Thinkfinity
www.fanfiction.com
Student Create/Post Projects Online
Students create a podcast, movie, participate in an online project, etc.
Typical Aspects:
Project-Based
Inquiry-Based
Expanded Audience for student work
Enduring Understandings
Open-ended Essential Questions
Required Knowledge/Skills

National Educational Technology Standards (NETS) for Students **8th Grade Performance Indicators. Students will:**	**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.		
	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.
1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (NETS 1)	Students know how to connect and use a wide variety of input and output devices and common peripherals and how to access networked resources *(e.g., connect a mouse, keyboard, portable storage device, or digital camera to the computer, connect to a shared network drive).*	**	Students demonstrate understanding of strategies for identifying, solving, and preventing routine hardware and software problems that occur during everyday technology use *(e.g., can problem-solve when a web page is non-responsive, force-quit a non-responsive program)*
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (NETS 2)	**	**	Students recognize, discuss, and analyze changes in information technologies and the effect those changes have on the workplace, society, and/or themselves *(e.g., understand the implications of Moore's Law, difference between data and knowledge).*
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (NETS 2)	Students are acquainted with the legal and ethical issues related to use and misuse of information and communication technology *(e.g., follow the school/district's Acceptable Use Policy)*.	Students demonstrate understanding of issues related to acceptable and responsible use of information and communication technology such as privacy, security, copyright, file sharing, plagiarism, issues of personal safety *(e.g., correctly formatted citations for copyrighted materials).*	Students identify and develop scenarios or examples that illustrate ethical behaviors for use of copyrighted media and analyze the consequences of unethical use of information and communication technology *(e.g., hacking, spamming, consumer fraud, virus setting, intrusion).*
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (NETS 3 & 5)	Students apply common software features to promote productivity *(e.g., use spellchecker, thesaurus, create basic spreadsheet charts, and insert media).*	Students select and use information and communication technology tools and resources to collect, evaluate and manage information and report results on an assigned hypothesis or research question *(e.g., gather and record data from scientific probes, using content-specific web resources).*	Students define problems or essential questions, then use and/or adapt content-specific technological tools to gather data, visualize information, or conduct investigations *(e.g., access primary source data to refute or support an original hypothesis, create and conduct surveys and analyze results).*
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (NETS 3 & 6)	Students use specific tools to support personal productivity and enhance learning in different subjects *(e.g., keyboard effectively to a minimum level, use word processing and other productivity software to prepare assignments).*	**	Students work individually or in teams to use hardware and software tools to support learning and creativity in all subject areas. *(e.g., use personal information management (PIM) software, personal digital assistants (PDAs), concept-mapping software, timeline development software, digital still and video cameras, probes, graphing calculators, digital microscopes).*

**Performance Indicator does not apply to this tier.

National Educational Technology Standards (NETS) for Students **8th Grade Performance Indicators. Students will:**	**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.		
	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., create effective PowerPoint or digital video presentations, post webpages of class work).*	Students initiate projects, design and develop content, and construct web-based and/or other electronic products *(e.g., construct and publish a WebQuest, create a Flash movie).*
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., e-mail a subject-matter expert).*	Students work collaboratively using technology to develop and share ideas or information *(e.g., use web-based collaborative tools such as wikis, discussion boards, weblogs; use interactive whiteboard for classroom brainstorming).*
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., use a spreadsheet to represent data).*	Students select from a variety of teacher-defined technology tools to solve specific problems or present results *(e.g., choose between PowerPoint and iMovie to present information to the class).*	Students identify, evaluate, and select appropriate technology tools to solve problems or create products *(e.g., based upon a desired end-product, some students select MovieMaker to create a video presentation while others select Publisher to create a brochure).*
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (NETS 1 & 6)	Students understand basics of file storage, file formats, and networking *(e.g., understand the use of "save as" to change file format; back up files regularly).*	**	Students explore various ways that information and technology resources can be combined, personalized, or re-purposed to develop and promote understanding *(e.g., edit content and change format of audio file to create a podcast).*
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., conduct a Boolean search to find information for an assignment).*	Students search, collect, and evaluate the accuracy and relevance of information from electronic resources *(e.g., check the credentials of the online source or look for supporting evidence).*	Students evaluate information from a variety of electronic resources for appropriateness, comprehensiveness, and bias *(e.g., understand the potential bias of a sponsored link).*

**Performance Indicator does not apply to this tier.

District Technology Committee Members

The following administrators and support staff were instrumental in developing this plan. We wish to thank them for their time and efforts in supporting technology in the Toppenish School District.

Administration

John Cerna, Superintendent
Jeanette Ozuna, Assistant Superintendent of Learning & Teaching
Dave Andrew, Business Manager

District Office

Scott Kallenberger, Operational Technology Coordinator
Barb Moses, Instructional Technology Director