



Federal Way
Public Schools

TECHNOLOGY PLAN

2010-2013

Information Technology Services

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Vision:

All students are afforded with the 21st Century education that prepares them to be productive citizens in a digital society and successful in a world that doesn't yet fully exist. All staff are provided with the technological tools and professional development proven to effectively deliver and promote the 21st Century education skills of life-long learning through collaboration and critical thinking, effective oral and written communication, and proper digital citizenry. Our community is provided with the tools necessary to collaborate in ensuring that each student receives this 21st Century education.

Mission:

- Provide the sustainable infrastructure and skilled technical support necessary to effectively and efficiently support the business of schools and deliver high quality instruction.
- Provide a secure and reliable forum in which all students, parents, and teachers are able to communicate and collaborate to develop the 21st Century education deserving of each student.
- Provide the tools necessary for informing and collaborating with the community in support of ensuring that all students in the community receive a 21st Century education.
- Provide staff with the necessary professional development to effectively model and instruct in ways consistent with the use of current technologies in today's digital society and as the basis for careers that don't yet exist.
- Provide a secure, ample, and robust network storage system that is readily and remotely available to all staff and students with the reliable disaster recovery necessary to insure the safety and integrity of their digital creations.
- Provide a rich source of timely and relevant student data that is essential for differentiation of instruction and in curriculum decision-making, while being fully compliant with all state and federal reporting agencies.

Purpose:

With the state's technology in education focus being placed on "student technology literacy", "teacher technology integration", and "staff technological proficiencies", as with all Washington schools, until changes to the definition of basic education includes adequate funding for the standards-based technology required to provide students with a 21st Century education, we will continue to face significant budgetary challenges.

Successful implementation of a robust infrastructure in support of the demands of providing a 21st Century education, has thus far only been possible through a community supported technology levy. Until such time that the state provides such adequate funding, the continuation of that support will be necessary for the sustained implementation of this Technology Plan.

To ensure that all students have equitable and reliable access to the necessary tools to receive a 21st Century education, it is essential to strive for an interoperable and scalable one to one technology solution. That such technology would remain accessible for all students as they progress through the grade levels and through various schools within the district, it is essential that a 20% replacement of technology occur annually to ensure that the technology remains relevant and capable of performing modern tasks.

Equally as important is ensuring that our teachers and support staff have appropriate access to these tools and the needed technical support of them. Additionally, teachers should be provided with the opportunity to receive professional development and coaching that models best practices and practical applications of technologies and tools that students are already familiar with and that many use on a regular basis.

We also strive to honor the partnership with our community by providing them with the tools necessary for their continued collaboration to ensure our students receive the 21st Century education they deserve. Our community has been the cornerstone upon which we have been able to build the infrastructure in which all of our students will be able to receive the education that teaches each of them the skills necessary to become collaborative, life-long learning, critically thinking and productive members of society.

2010-2013 District Technology Goals

Goal Title: Classroom Integration

SMART Goal Statement: Create a learning environment complimented with technology by deploying as many projectors, document cameras, and speakers as possible per year and providing staff development to support its use. Staff will use the tools to support their goals as designated in individual School Improvement Plans and district technology initiatives.

Strategy: Teachers enroll in classes to learn to use technology with a hardware incentive attached to each level.

Rationale: Technology alone won't change instruction or learning. Training teachers to effectively use and integrate technology will make a difference in student learning.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Understand and incorporate the use of presentation devices in the classroom for delivery of instruction.	1 – Continue to support our building trainers. 2 – Differentiate professional development by providing face-to-face as well as online trainings (eLearning).	1 – The number of teachers passing the online assessments. 2 – OSPI technology integration teacher survey. 3 – Technology Inventory each spring	1 - Instructional Technology Specialists 2 – Additional trainers as identified by their technology specialty.	08/2009 – Ongoing	1 – Atomic Learning video tutorials 2 – Discovery Education building leaders 3 – Software provided by the district	Title IId & Technology Levy

Goal Title: Technology Proficiency of Administrators

SMART Goal Statement: Administrators will demonstrate increased knowledge of technology in the areas of support, management, & operations; professional practice & productivity; culture, law, & ethics; learning & teaching; and leadership.

Strategy: Administrators participate in professional development opportunities to collaboratively explore how technology can be used to improve teaching and learning.

Rationale: Leadership is essential as the school district, and schools, work to thrive in the 21st century. It is necessary for administrative leaders to model collaborative learning, sharing resources, and placing an emphasis on the importance of technology in order to facilitate the transition as teachers use technology to shift from being the sole resource for information in the classroom and subject area experts to experts who impart knowledge to 21st Century learners who facilitate the exploration of new knowledge.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Administrators should be knowledgeable in and demonstrate efficient use of technology to in the areas of support, management, & operations; professional practice & productivity; culture, law, & ethics; learning & teaching; and leadership.	Opportunities for professional development through eLearning (online) and face to face classes will be available. Online webinars will be offered regarding new instructional technologies and how they can be used to impact teaching and learning.	OSPI Annual Survey	1 - Instructional Technology Specialists 2 – Administrators 3 – ITS Co-Directors	12/2009 – Ongoing	1 – Online (eLearning) classes 2 – Teaching Coaching with District or Building level coaches 3 – Atomic Learning Videos & Tutorials 4 – Online Webinar Software	Title IId & Technology Levy

Goal Title: Technology Proficiency of Teacher-Librarians

SMART Goal Statement: Provide and model access to digital resources.

Strategy: Librarians participate in professional development to learn about accessing, integrating and providing access for others to digital media.

Rationale: It is necessary to support librarians and media specialists as they incorporate the numerous and evolving types of media into learning environments.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Librarians should be knowledgeable about different types of digital media and be proficient in modeling the use of digital resources to staff and students.	Opportunities for professional development through eLearning (online) and face to face classes. Provide classes to learn to integrate technology into lessons.	OSPI Annual Survey	1 - Instructional Technology Specialists 2 – Librarians	12/2009 – Ongoing	1 – Online (eLearning) classes 2 – Atomic Learning Videos & Tutorials 3 – District Follett Destiny software	Title IId & Technology Levy

Goal Title: 8th Grade Students Technology Skills

SMART Goal Statement: Our students will increase their skills at the Tier 3 level by 10% each school year.

Strategy: Utilizing the State technology standards we will create an environment for students 6 – 8 to become more proficient at using technology.

Rationale: Our district will align with the States expectations that students will become knowledgeable in using technology.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
<p>Students will learn computer skills by producing documents that display their understanding of content. Students will use programs such as: Word, Excel, & PowerPoint. Students will learn Internet search skills and strategies as they gather information for class projects. Student skills will be assessed in 8th grade.</p>	<p>Provide classes to use technology. Provide classes to learn to integrate technology into lessons.</p>	<p>OSPI 8th grade state survey</p>	<p>1 - Instructional Technology Specialists 2 - Middle school Technology leaders 3 – Middle School Teachers</p>	<p>08/2009 – Ongoing</p>	<p>1 – Online (eLearning) classes 2 – Teaching Coaching with District or Building level coaches 3 – Model lesson plans</p>	<p>Title IId & Technology Levy</p>

See page 21 for Chart of Student Proficiency Indicators. The National Educational Technology Standards (NETS) have been included in the Student proficiency tiers in the Technology Plan as they have been adopted by OSPI. OPSI has these Tiers listed as the 8th Grade Technology Literacy Indicators. These indicators are used for assessing and reporting on the technology literacy and fluency of 8th grade students in the annual technology survey. The NETS were released by International Society for Technology in Education (ISTE) and were used to develop the Tiers of 8th Grade Technology Literacy Indicators by the 2005 Washington State Technology Literacy for Students Working Group.

Goal Title: WAN Network Infrastructure

SMART Goal Statement: Sustain and/or Increase wide area network bandwidth allocation to all district sites from current T1 and fiber connections as we consolidate data and voice traffic.

Strategy: Install and sustain 500 Mbps or greater connection between all schools and District Office. Install 100 Mbps or greater connections for support sites as appropriate to handle bandwidth needs based on current and projected voice and data traffic for educational and district business use.

Rationale: Access to centralized applications and Internet access are commonplace and we must meet those needs by creating a sufficient amount of bandwidth through wide area network.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Sustain Wide Area Network infrastructure over Fiber to all school locations. Increase school and/or support sites as needed to provide appropriate bandwidth. Provide stable and high bandwidth WAN routing equipment.	Vendor on-demand training for ITS staff	Completion of project and monitoring of speed and usage to determine the staff and student access between school sites and the ESC	Network Services Team	07/2010 – 06/2013	ITS staff time and Vendor Support and Maintenance	Technology Levy and E-Rate Priority 1 Requests

Goal Title: Infrastructure Enhancement

SMART Goal Statement: Increase bandwidth access from existing core fiber network down to desktop by installing high bandwidth routing equipment and managed fast Ethernet switches at all schools, support sites and Administration building including power over Ethernet functionality for VoIP phones and wireless access points.

Strategy: Install POE network switches and high bandwidth routing equipment at all district sites.

Rationale: Access to centralized applications and Internet access are commonplace and we must meet those needs by creating a sufficient amount of bandwidth utilizing current fiber WAN network.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Upgrade all network equipment located in schools, support sites and Admin building to Fast Ethernet Managed switches with Power over Ethernet for VoIP phones and wireless access points. Provide stable and high bandwidth core routing equipment.	Vendor on-demand training for ITS staff	Completion of project and monitoring of speed and usage to determine the network speed and utilization.	Network Services Team	09/2010 – 06/2012	ITS staff time and 3 rd Party Implementation Team	Technology Levy and E-Rate Priority 2 Requests

Goal Title: District Phone System Replacement

SMART Goal Statement: Replacement of aging phone PBX with Voice Over IP (VoIP) solution to leverage fiber optic network. Consolidate telephone management to centralized system while allowing for system resiliency at school sites.

Strategy: Implement phone system to provide adequate and reliable communication capabilities.

Rationale: The current district phone system was installed in 1996 and has become increasingly difficult to locate spare parts that are compatible with our system and has limited capabilities compared to current offerings. More frequent phone outages prevent clear and prompt communication between school staff and parents as well as the normal business operations of the schools.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Research and deploy Voice Over IP phone services to all classrooms and offices to enhance voice communications. Evaluate implementation and on-going management offerings to provide ease of use and minimal management even with limited phone support staff	ITS staff to research and gain knowledge on supporting new phone system. District staff training for phone use and new functionality	Provide more reliable telephone service to district staff	Network and Phone Services Team Help Desk Support	01/2010 – 08/2012	ITS Staff Time Project Management Vendor Implementation & Support	District Funding Source (yet to be identified) and E-Rate Priority 2 Requests

Goal Title: One-to-One Computing Device**SMART Goal Statement: Provide all students with access to the technology necessary for gaining proficiency in the 21st Century skills that are required for each to be successful in today's society.****Strategy: Research and pilot the use of portable electronic devices for staff and student use in a classroom-by-classroom or grade level-by-grade level implementation.****Rationale: Address the issue of technology equity by providing all with direct access to digital resources through the use of individual computing devices incorporated into the learning process that are proven effective.**

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Research and pilot use of an effective individual computing device for the successful integration of digital resources in the classroom. Evaluate implementation and continued ability of device to provide proficiency in relevant skills and of teacher's ability to efficiently incorporate them into instruction.	Staff and student instruction and modeling to determine innovative uses in and out of the classroom to engage students for learning.		Instructional Technology Specialists, ITS Staff, Building Technology Leaders, Staff and Students	09/2011 – 06/2012, Pilots for Staff 09/2012 – 06/2013 Pilots for Students	ITS Staff Time, Equipment Evaluation	Technology Levy

Goal Title: Data Analysis

SMART Goal Statement: By analyzing information from applications such as Cognos Report Writer, Informer Web Application and GO (Grades Online), students, parents/guardians and staff can enhance educational and operational performance through data-driven decision making. Teachers will learn to access data from a variety of access points, which will facilitate their ability to customize an instructional design for each student.

Strategy: Create and support data-rich applications that allow students, parents and staff to obtain relevant data for the purpose of developing instructional and operational strategies.

Rationale: Systems for improving instruction can only be development by analyzing data pertinent to student needs. When staff understands the students' areas of strength and weakness they are better able to develop learning plans specific to the students needs. Parents can also lend support by accessing grade, test data and attendance records. Students are in more control of their learning when they can reference data information.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Development and support of products that create reports for many data strands	Training includes administrators and teachers during each district or state in-service date	Increase the level of use within the system	ITS Web Team, ITS Student Records Support Team, TFL & Assessment Department	09/2010 – Ongoing Development	ITS and TFL Staff Time	Technology General Operating Funds and TFL Funding for Assessment

Goal Title: Data Reporting

SMART Goal Statement: Create and align our data for ease of use by both the district and the State. Using the district Student Records System (StudentPlus), we will house data that will allow access to all third-party applications we infuse into our system. This also creates a working environment for CEDARS (Washington State Reporting) to be current and accurate.

Strategy: Export data from a centralized student information system if/as required to all other in-house and 3rd party systems.

Rationale: There should be one master source of data that propagates changes to other systems. All changes in other systems need to be performed in the student information system.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Enhance data access by allowing our data to be used with various other solutions as seen fit by departments with expertise in various areas.	ITS staff will work with vendors and other departments to facilitate the exporting of data from our system and importing data into other systems	The usefulness and value added of the data in these other systems, both in-house and 3rd party, to the end user should be used to measure the success of each solution	Database Administrator Web Application Team	09/2010 – Ongoing	ITS Staff Time	Technology General Operating Funds and Technology Levy

Goal Title: Data Storage & Backup

SMART Goal Statement: Due to the annual increases in the use of the data storage, capacity will need to be increased. Consolidate 15 school-based student file servers to centralized storage system for better file management and reduced support costs. In addition to Storage Area Networks (SANs), backup methods need to be updated to handle large increases in file backups and recovery. Expand backup operations to include on-site disk backups and off-site tape storage in a secured State approved data protection location.

Strategy: Create a storage & back-up system to best support container use of the system for both students and staff.

Rationale: The increased need for centralized storage of student works has created a demand for a system that deposits and stores information in such a way students can change school sites and still access electronic storage.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Expand Storage Area Network to provide adequate storage	ITS staff to learn support and maintain SAN and backup systems	Students and staff will use the system. This will be monitored by expanded growth within the system.	Network Services Team	06/2010 – 09/2011	ITS Staff Time	Technology Levy
Consolidate student storage from school sites to central storage system	ITS Staff to support file management and student access	Student use of electronic file storage to remain with student through FWPS education	Network Services Team Secondary Building Tech Leaders	06/2010 – 09/2011	ITS Staff Time	Technology Levy

Goal Title: Distance Learning

SMART Goal Statement: Utilizing the available fiber bandwidth and the expanded K-20 network connections, we will increase the video access points and functionality for staff development and/or classroom utilization.

Strategy: Create environments that support video conferencing.

Rationale: Our increased network bandwidth has provided us the opportunity to create viable video conferencing options for staff and students. The video conferencing equipment needs to reach beyond the Administration building to select school locations.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Expand the access points for video conferencing and purchase new equipment for school sites.	Instructional Technology Specialist will expand the TLC	Completion of Project Implementation	Network Services Team Instructional Technology Team	2011 – 2013 Dependent on Tech Levy Funding	Teacher Time and ITS Staff FTE support	Technology Levy

Goal Title: System Monitoring

SMART Goal Statement: The Help Desk Service Request System will support complete status information (from call-opened to call-closed), in a design that allows viewing and data entry by customers and ITS support staff.

Strategy: Expand the Help Desk Service Request System that allows for all staff to input and monitor requests for technical support.

Rationale: Our previous work order system was a one-way conduit that addressed the needs of the ITS staff. School staff, specifically Technology Leaders, will benefit from a system that allows them to log in repair requests, monitor the status of those requests, and provide feedback on support process.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Develop a system that works to create accounts, request field support and access status/reports for technical repair of technology equipment/software	Instructional Technology Specialist	Less calls about status of orders. More staff utilizing the system	Technology Leaders and ITS Technical Services	09/2009 – 09/2011	ITS Staff Time	Technology General Operating Funds

Goal Title: Remote Access

SMART Goal Statement: Expand the Virtual Private Network (VPN) environment that allows for electronic resource access from outside our network.

Strategy: Continue phased implementation of a Virtual Private Network environment to provide remote access to staff storage and internal web applications. Build on existing infrastructure that current provides access to ITS staff and administrators to include principals and staff.

Rationale: Working at remote locations, staff have a need to access electronic resources and applications. To maintain a level of integrity and security we will develop a secure access method for users to reach into our systems.

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Expand VPN system	ITS staff must learn to support and maintain a secure and accessible remote system. Further expansion will be to train staff how to access this system.	Staff access systems from home	Technology Leaders and Network Services Team	09/2009 – 12/2009, Phase 1 (administrators) 01/2010 – 12/2010 Phase 2 (Staff)	ITS Staff Time	Technology Levy

Goal Title: Disaster Recovery and Business Continuity**SMART Goal Statement: Completion of a formalized technology disaster plan.****Strategy: Create a plan for technology disaster recovery and align with district disaster plan.****Rationale: Preparation and implementation of redundant systems & procedures will greatly enhance the district operations during and following un-planned outages**

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Develop a disaster plan.	ITS staff must learn the effects and strategies for recovery	The outcome of a Disaster Technology Plan	Network Services Team ITS Staff	07/2009 – 12/2010	ITS Staff Time	Technology General Operating Funds
Setup Equipment and Storage at Alternate Site (TBHS Server Room)	Research and implement disaster recovery strategies	Standby systems for use in the event that core servers are inaccessible	Network Services Team Web Team	01/2010 – 01/2011	ITS Staff Time Hardware Purchases	Technology Levy

8th Grade Student Technology Literacy – Performance Indicators

National Educational Technology Standards (NETS) for Students	Tier 1: Personal use and communication	Tier 2: Access, collect, manage, integrate, and evaluate information	Tier 3: Solve problems and create solutions
	Students in all tiers will use technology to build and share knowledge and to improve and enhance learning in all subject areas and experiences.		
8th Grade Performance Indicators. Students will:	This tier focuses on students using technology to complete schoolwork 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.	**	Students demonstrate understanding of strategies for identifying, solving, and preventing routine hardware and software problems that occur during everyday technology use.
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.
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.	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.	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.
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.	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,	Students define problems or essential questions, then use and/or adapt content-specific technological tools to gather data, visualize information, or conduct investigations.
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.	**	Students work individually or in teams to use hardware and software tools to support learning and creativity in all subject areas.

***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 schoolwork 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.	Students initiate projects, design and develop content, and construct web-based and/or other electronic products.
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.	Students work collaboratively using technology to develop and share ideas or information.
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.	Students select from a variety of teacher-defined technology tools to solve specific problems or present results.	Students identify, evaluate, and select appropriate technology tools to solve problems or create products.
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.	**	Students explore various ways that information and technology resources can be combined, personalized, or re-purposed to develop and promote understanding.
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.	Students search, collect, and evaluate the accuracy and relevance of information from electronic resources.	Students evaluate information from a variety of electronic resources for appropriateness, comprehensiveness, and bias.

***Performance Indicator does not apply to this tier.*

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
	Tier 1 focuses on the teacher using technology to get their job done.	Tier 2 involves teacher presenting to and modeling skills for whole group learning activities and student productivity using basic technology.	Tier 3 promotes active student engagement in the use of technology during individual and collaborative learning activities.
Observable Indicators	<p>Teachers use technology to:</p> <ul style="list-style-type: none"> Locate standards using electronic tools to align lessons Find instructional resources using tools such as Thinkfinity on the Internet Produce, store, and retrieve learning materials electronically Keep/organize student information and grades more effectively Communicate information to parents and students via the web or e-mail Communicate regularly through e-mail 	<p>Teachers use technology to:</p> <ul style="list-style-type: none"> Model skills and present information using a document camera and LCD projector Model skills and present information using a computer and LCD projector Deliver presentations with graphics and sound to present information Visually represent information and teach students to use applications such as Inspiration to create graphic organizers Facilitate group discussions and lessons Teach students to write papers and reports on assigned topics using computers or “smart keyboards” such as AlphaSmarts Create a scaffolded approach for student projects Collect and analyze student assessment data Interactively communicate with parents and students <p>Students use technology to:</p> <ul style="list-style-type: none"> Complete individual class assignments and projects Complete tutorials using tools such as Atomic Learning Practice specific skills using tools like online games and applications like those in keyboarding and ROP classes Complete online assessments using web-based tools like Accelerated Reader and STAR Math Search for library books and internet sites using the online Follett system 	<p>Teachers use technology to:</p> <ul style="list-style-type: none"> Facilitate and coach students as the students create standards-based projects Incorporate online simulation tools into student learning Engage in inquiry-based projects driven by essential questions Direct their own use of technology Research, analyze data and problem-solve in a global context <p>Students use technology to:</p> <ul style="list-style-type: none"> Share information with other students and collaborate on projects Regularly solve and analyze problems as they develop a higher order of thinking Participate in discussion boards to collaborate about standards-based assignments independently search for information in a global context to complete assigned projects and assignments Create scaffolding for their own projects Write, develop and publish individual and collaborative products Invent products through programming or production Become involved with their parents and teachers in the analysis of student data and meeting standards, or participate in developing their own learning plans Initiate communication with parents, teachers, community members, or other students

School Learning Plans Narrative & Summary by Grade Level

Each school in our district has the opportunity to integrate technology into teaching and learning as referenced in their school improvement plan (SIP). Several of the opportunities are summarized below by grade level as practical examples of technology that is available for use by the staff and students.

Elementary

Teachers will integrate technology into the classroom using multi-media technologies in the classroom. Through use of newly acquired digital projectors and document cameras students will show their work and understanding of concepts. Teachers will expand the 'Math Teacher to Teacher Strategy' by having students share rubrics, math exemplars, and their thinking using the document cameras. Teachers will use the document camera for shared reading and displaying student writing. Teachers will model and teach the Internet research process.

Improve student reading achievement through reading software. Students will use software such as: Accelerated Reader, Steck-Vaughn, Break-Through to Literacy, Clicker, Fluent Reader, or Scholastic Reading Counts as a motivational tool to increase the number of minutes spent reading. The program will also provide reading level data for tracking students.

Improve student achievement in all curricular areas, but especially reading and writing, through use of Kidspiration and/or Inspiration software. Students will use Kidspiration and/or Inspiration during the writing process. Students will use these tools to practice reading and math skills. Students will use these tools in all curricular areas to organize their thinking around all concepts such as compare/contrast, cause/effect, and organization of curriculum content. Training will be offered at the district and building level.

Teachers will use technology to access and manipulate student data to improve student learning. Teachers will access state, district, and classroom assessment data through the FWPS "Informer". Data will be updated at each testing window followed by staff development time to analyze the data, make plans and set goals.

Middle School

Increase student achievement by developing higher level thinking through Internet research. Students will use critical thinking skills as they plan Internet searches to find information. Students will determine the information needed to complete the activity, discuss and determine possible searches and web sites to find the material, and then determine the value of the information. Teachers will learn the process by using sample materials provided by the district to all teachers through the district Intranet site or district training.

Students will learn computer skills by producing documents that display their understanding of content. Students will use programs such as: Word, Excel, & PowerPoint. Students will learn Internet search skills and strategies as they gather information for class projects. Student skills will be assessed in 8th grade.

Teachers will integrate technology into the classroom using multi-media technologies in the classroom. Through use of newly acquired digital projectors and document cameras students will show their work and understanding of concepts. Students will share rubrics, math exemplars, and writing using the document cameras.

Improve student achievement in all curricular areas, but especially reading and writing, through use of Inspiration software. Students will use Inspiration during the writing process. Students will use these tools in all curricular areas to organize their thinking around all concepts such as compare/contrast, cause/effect, and organization of curriculum content. Training will be offered at the district and building level.

Teachers will use technology to access and manipulate student data to improve student learning. Teachers will access state, district, and classroom assessment data through the FWPS "Informer". Data will be updated at each testing window followed by staff development time to analyze the data, make plans and set goals.

High School

Students will learn computer skills by producing documents that display their understanding of content. Students will use programs such as: Word, Excel, & PowerPoint.

Improve student math achievement through math software. Federal Way High, Decatur and Truman High Schools will use Cognitive Tutor Software.

Teachers will use technology to access and manipulate student data to improve student learning. Teachers will access state, district, and classroom assessment data through the FWPS "Informer". Data will be updated at each testing window followed by staff development time to analyze the data, make plans and set goals.

Teachers will integrate technology into the classroom using multi-media technologies. Through use of newly acquired digital projectors and document cameras students will show their work and understanding of concepts. Students will share rubrics, math exemplars, and writing using the document cameras.