The Future is Now
Technology Plan Summary

Kent School District 2010-13
# Table of Contents

- Background .......................................................................................................................... 3
- District Narrative ................................................................................................................... 3
- Vision ................................................................................................................................... 4
- Goals .................................................................................................................................... 4
- Strategies and Activities ....................................................................................................... 5
- Review and Update ................................................................................................................ 6
- Technology Road Map 2010-2013 ....................................................................................... 7
- Student Technology Proficiency Tiers ..................................................................................... 8
- Teacher Technology Integration Tiers .................................................................................... 10
Background
The Washington State Office of Superintendent of Public Instruction requires that school districts submit a three-year technology plan targeted toward three specific goal areas:

- Technology Literacy of 8th Grade Students;
- Technology Integration Skills of Teachers;
- Technology Proficiencies of Administrators, Teachers & Teacher-Librarians.

The Kent School District plan for 2010-13 is founded on the previous decade of technology program innovation and implementation, directions set by the Action Plan for the 2009-10 school year, needs identified through assessment activities, and priorities established in the technology levy approved in February 2010. The strategies established in this plan will guide district activities over the next three years in meeting the established goals. The plan will be reviewed and updated annually.

District Narrative
Kent School District has committed to systemically implementing technology solutions, making certain that a solid technology platform exists district wide to support all students and staff in accomplishing the important task of achieving high levels of student academic performance. Toward that end, a minimum standard of technology access is in place at every school and in every classroom that includes the following components:

- A student to computer access ratio of better than 4:1 with 1:1 at the middle school level
- Laptop access for every teacher and an interactive whiteboard with projector and full media cart in every classroom
- A network backbone with up to 10GB connecting all building and 1GB to every desktop
- Individual network data storage for every student and staff member and email for every staff member and secondary student
- Online resources for all content areas and to support independent research
- Student access to eLearning options ranging from individual online courses to a virtual school of choice

Leveraging this common technology platform, each school develops and implements plans for integrating technology into best practice instruction. Based on student and staff learning needs, technology integration strategies are included as part of School Improvement Plans. District initiatives, such as Tiered Intervention, identify technology-based resources and strategies and serve as an implementation guide for schools. District supported professional development includes technology integration strategies within content area training as well as models effective use of technology within instruction. Examples include a focused training on the district writing curriculum with specific technology integration strategies for grade level teams of elementary teachers, and a full-district certificated teacher training on SIOP delivered through Moodle and face-to-face sessions presented by principals at each school.
**Vision**
A comprehensive, instructionally sound, student-centered education program where technology plays a meaningful role in supporting, extending, and individualizing learning opportunities for all students.

**Goals**
The Washington State Office of Superintendent of Public Instruction has established three goals to be addressed as part of the district’s three-year technology plan. The specific goals and evaluation procedures are based on data collected as part of the annual state technology survey.

**Technology Goal 1 — Technology Literacy of 8th-Grade Students**
The percent of 8th-grade students demonstrating Tier 3 performance on the PILOT Jr. Student Technology Literacy Self-Assessment Survey will increase annually by a factor of 10%.

**Evaluation Procedure**
Eighth grade students will annually complete the PILOT Jr. Student Technology Literacy Self-Assessment Survey. The baseline data collected during January 2010 identified 33% of 8th grade students demonstrating technology literacy at the Tier 3 level.

**Technology Goal 2 — Technology Integration Skills of Teachers**
The percent of Teachers demonstrating Tier 3 performance on the PILOT Technology Integration Self-Assessment will increase annually by a factor of 10%.

**Evaluation Procedure**
Teachers will annually complete the PILOT Technology Integration Self-Assessment. The baseline data collected during November/December 2009 identified 18% of teachers integrating technology at the Tier 3 level.

**Technology Goal 3 — Technology Proficiencies of Administrators, Teachers & Teacher-Librarians**
The percent of Teachers and Administrators at the Proficient Level on the PILOT Technology Proficiency Self-Assessment will increase annually by a factor of 10%. The percent of Teacher-Librarians at the Proficient Level on the PILOT Technology Proficiency Self-Assessment will remain at 94% or higher.

**Evaluation Procedure**
Teachers, Administrators, and Teacher-Librarians will annually complete the PILOT Technology Proficiency Self-Assessment. The baseline data collected during November/December 2009, 65% of teachers, 68% of administrators, and 94% of teacher-librarians demonstrated technology proficiency.
Strategies and Activities

1 The percent of 8th-grade students demonstrating Tier 3 performance on the PILOT Jr. Student Technology Literacy Self-Assessment Survey will increase annually by a factor of 10%.

1.1 Develop and implement a technology literacy curriculum embedded within content areas and including performance-based assessments.
   - Update KSD Technology Education Standards
   - Design and implement a technology literacy curriculum within content area curriculum
   - Design or select and implement performance-based assessments

1.2 Increase student access to instructional technology resources.
   - Explore and field test virtual desktop
   - Explore technologies to increase student access to learning technologies

1.3 Develop and provide access to student leadership opportunities which promote academic growth and success.
   - Create middle school student leadership opportunities through TechYES

2 The percent of Teachers demonstrating Tier 3 performance on the PILOT Technology Integration Self-Assessment will increase annually by a factor of 10%.

2.1 Provide professional development focused on best practice use of technology as a tool of rigorous instruction.
   - All professional development training includes meaningful ways to incorporate existing technology in instruction, assessment, and learning
   - Move from a teacher-centered approach in the use of technology to a student-centered learning environment

2.2 Develop and provide access to technology tools and resources supporting the instructional improvement process.
   - Determine availability and costs of e-textbooks identical to hardbound textbooks currently in use
   - Conduct a field test of an electronic textbook system at the Technology Academies
   - Expand the One-to-One program into the high school
   - Provide targeted professional development to teacher teams around project based learning
   - Provide teachers with a central repository aligning standards with approved resources, strategies and assessments
   - Increase teachers’ ability to align and manage their classrooms more efficiently
   - Implement a classroom-based formative assessment system
• Research and implement user-based data dashboards as determined appropriate
• Provide technology options for supporting Tiered Intervention
• Expand implementation of Moodle as a resource to support teaching and learning

2.3 Implement standards-based eLearning options for credit retrieval and credit attainment.
• Research and implement eLearning options for credit retrieval and credit attainment

3 The percent of Teachers and Administrators at the Proficient Level on the PILOT Technology Proficiency Self-Assessment will increase annually by a factor of 10%. The percent of Teacher-Librarians at the Proficient Level on the PILOT Technology Proficiency Self-Assessment will remain at 94% or higher.

3.1 Provide adult learning opportunities for gaining technology proficiency.
• Embed just-in-time technology proficiency development within content area professional development training
• Provide online resources for individual technology proficiency development
• Develop and provide focused seminars for developing technology proficiency
• Implement online options for increasing access to training
• Provide focused technology training for administrators

Review and Update
Kent School District will annually review, evaluate and update the goals for student technology literacy, technology integration by teachers, and the technology proficiencies of administrators, teachers and teacher-librarians after reviewing data collected to monitor progress toward goals and benchmarked with the PILOT.

• November/December conduct the staff PILOT
• January/February conduct the student PILOT
• April/May collect identified activity evaluation data points
• May evaluate progress toward goals
• June/July revise activities as indicated
## Technology Road Map 2010-2013

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase student technology literacy</strong></td>
<td>Tech Literacy Curriculum</td>
<td>Update Technology Education Standards</td>
<td>Design and implement embedded technology literacy curriculum and performance expectations</td>
<td>Review and refine technology literacy curriculum and assessment system</td>
</tr>
<tr>
<td><strong>Student access to technology</strong></td>
<td></td>
<td>Explore and field test virtual desktop</td>
<td>Refine virtual desktop experience</td>
<td>Continue support for virtual desktop implementation</td>
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<tr>
<td></td>
<td></td>
<td>Explore and implement technologies to increase student access</td>
<td>Explore and implement technologies to increase student access</td>
<td>Explore and implement technologies to increase student access</td>
</tr>
<tr>
<td><strong>Student technology leadership</strong></td>
<td></td>
<td>Create student leadership opportunities through TechYES</td>
<td>Expand student leadership opportunities</td>
<td>Expand student leadership opportunities</td>
</tr>
<tr>
<td><strong>Best Practice technology integration staff development</strong></td>
<td></td>
<td>Integrate technology training into content staff development</td>
<td>Continue technology training integration into content staff development</td>
<td>Continue technology training integration into content staff development</td>
</tr>
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<td></td>
<td></td>
<td>Explore and implement options using e-textbooks</td>
<td>Explore and implement options using e-textbooks</td>
<td>Explore and implement options using e-textbooks</td>
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<td></td>
<td></td>
<td>Maintain and expand student One-to-One</td>
<td>Maintain and expand student One-to-One</td>
<td>Maintain and expand student One-to-One</td>
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<td></td>
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<td>Provide project based learning staff development</td>
<td>Provide project based learning staff development</td>
<td>Provide project based learning staff development</td>
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<td></td>
<td>Create aligned curriculum electronic repository</td>
<td>Expand and refine aligned curriculum electronic repository</td>
<td>Expand and refine aligned curriculum electronic repository</td>
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<td></td>
<td>Maintain and expand electronic classroom management solutions</td>
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<tr>
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<td></td>
<td>Implement formative assessment system</td>
<td>Expand formative assessment system capability</td>
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<td></td>
<td>Develop and deploy electronic dashboards to display data</td>
<td>Refine electronic dashboards to display data</td>
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<td></td>
<td>Implement technology options for Tiered Intervention</td>
<td>Expand technology options for Tiered Intervention</td>
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<td></td>
<td></td>
<td>eLearning options</td>
<td>Expand eLearning options for all students</td>
<td>Expand eLearning options for all students</td>
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<tr>
<td><strong>Increase teacher technology integration</strong></td>
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<tr>
<td><strong>Access to technology for instructional improvement</strong></td>
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<td><strong>eLearning options</strong></td>
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<tr>
<td><strong>Increase staff technology proficiency learning</strong></td>
<td>Staff technology proficiency learning</td>
<td>Embed technology proficiency training within content staff development</td>
<td>Continue technology proficiency training within content staff development</td>
<td>Continue technology proficiency training within content staff development</td>
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<td></td>
<td>Maintain and expand online resources for staff technology proficiency development</td>
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<td></td>
<td>Create and implement focused technology proficiency staff development</td>
<td>Continue focused technology proficiency staff development</td>
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</tbody>
</table>

| General Fund | Technology Levy | Grants/Special Projects | TBD |
**TIERS OF 8th GRADE TECHNOLOGY LITERACY INDICATORS**

<table>
<thead>
<tr>
<th>Tier 1: Personal use and communication</th>
<th>Tier 2: Access, collect, manage, integrate, and evaluate information</th>
<th>Tier 3: Solve problems and create solutions</th>
</tr>
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<tbody>
<tr>
<td>Students in all tiers will use technology to build and share knowledge and to improve and enhance learning in all subject areas and experiences.</td>
<td>This tier focuses on students using technology to complete school work and for personal use.</td>
<td>This tier involves students using technology for authentic problem-solving and creating products.</td>
</tr>
</tbody>
</table>

1. **Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.**
   - Students know how to connect and use a wide variety of input and output devices and common peripherals and how to access networked resources.
   - ****

2. **Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.**
   - 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.**
   - 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.**
   - 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.**
   - 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.**
**TIERS OF 8th GRADE TECHNOLOGY LITERACY INDICATORS**

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<tr>
<th><strong>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.</strong></th>
<th><strong>6.</strong></th>
<th>Students create, publish and/or present products for an assigned project.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td><strong>7.</strong></td>
<td>Students work collaboratively using technology to develop and share ideas or information.</td>
</tr>
<tr>
<td><strong>8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</strong></td>
<td>Students select from a limited set of technology tools to complete assigned work.</td>
<td>Students select from a variety of teacher-defined technology tools to solve specific problems or present results.</td>
</tr>
<tr>
<td><strong>9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.</strong></td>
<td>Students understand basics of file storage, file formats, and networking.</td>
<td>Students explore various ways that information and technology resources can be combined, personalized, or re-purposed to develop and promote understanding.</td>
</tr>
<tr>
<td><strong>10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.</strong></td>
<td>Students apply search strategies to find relevant online information.</td>
<td>Students evaluate information from a variety of electronic resources for appropriateness, comprehensiveness, and bias.</td>
</tr>
</tbody>
</table>

**Performance Indicator does not apply to this tier.**
**TIERS OF TECHNOLOGY INTEGRATION INTO THE CLASSROOM INDICATORS**

<table>
<thead>
<tr>
<th>Tier 1: Teacher Focus on Productivity</th>
<th>Tier 2: Instructional Presentation and Student Productivity</th>
<th>Tier 3: Powerful Student-Centered 21st Century Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>This tier focuses on the teacher using technology to get their job done.</td>
<td>This tier involves teacher facilitation of large group learning activities and student productivity use of technology.</td>
<td>This tier promotes students to be actively engaged in using technology in individual and collaborative learning activities.</td>
</tr>
</tbody>
</table>

**Observable Indicators**

**Teachers:**
- Locate standards using electronic tools to align lessons
- Find instructional resources on the Internet
- Produce, store, and retrieve learning materials electronically
- Keep/organize student information, grades more effectively
- Communicate information to parents and students via web or e-mail
- Communicate quickly with e-mail

**Teachers:**
- Conduct one-computer classroom lessons
- Deliver presentations with graphics and sound
- Lead students in brainstorming and sharing ideas
- Represent information visually
- Facilitate group discussions and lessons
- Have students write papers and reports on assigned topics using computers or “smart keyboards” such as AlphaSmarts
- Create scaffolding for student projects
- Facilitate students using technology for assessment
- Interactively communicate with parents and students

**Teachers enable students to:**
- Create and use online resources to facilitate inquiry
- 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
- Engage in individual or collaborative project-based learning
- Use modeling and simulations
- Write, develop and publish individual and collaborative products
- Invent products through programming or production
- Create scaffolding for their own projects
- Are 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