RIVERSIDE ELEMENTARY SCHOOL DISTRICT NO. 2
"A Highly Excelling School District"
1414 S. 51st Avenue
Phoenix, Arizona 85043

Technology Plan

July 1, 2014 to June 30, 2016

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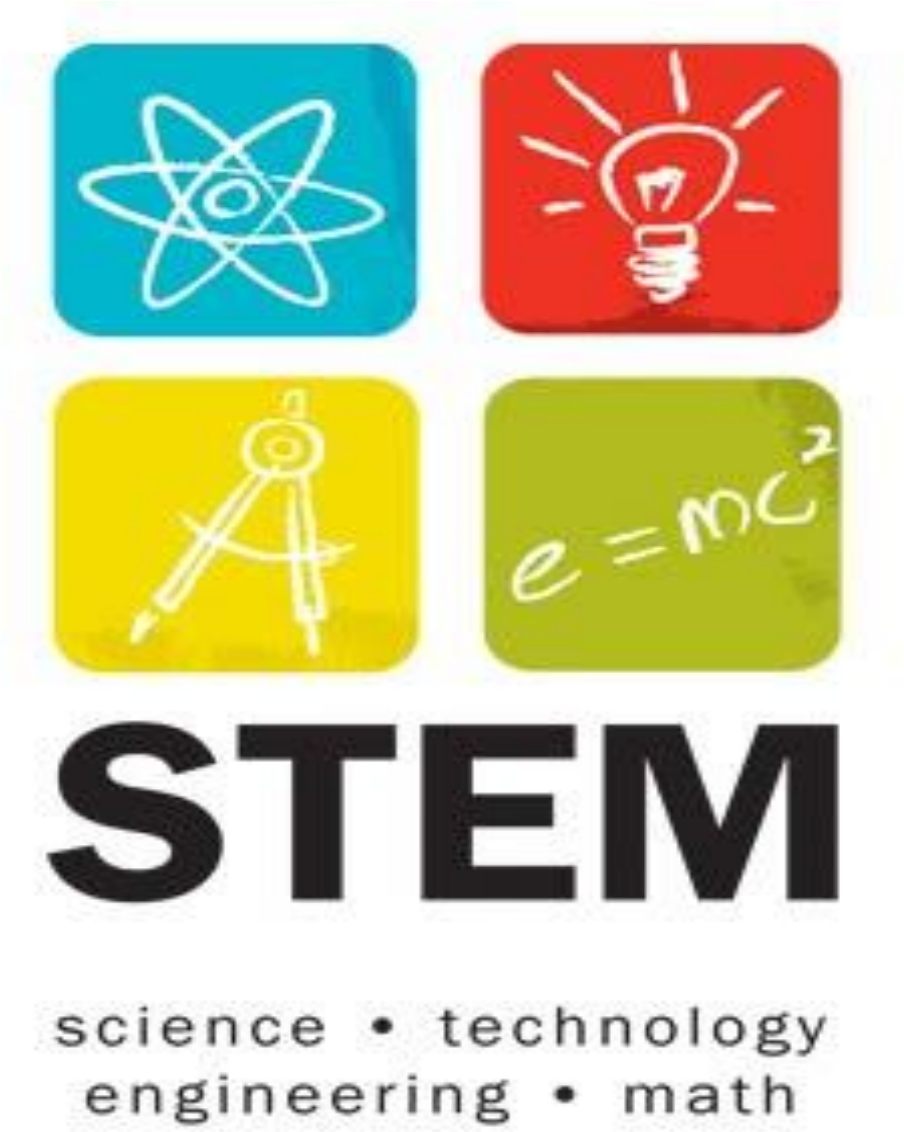

TECHNOLOGY PLAN: NEEDS ASSESSMENT

LEA INTRODUCTION:

Briefly introduce and describe your school district or charter school.

Founded in 1872, Riverside School District #2 [RESD2] is one of the oldest districts in Arizona. This pre-K through 8 district is located on the near west side of the Phoenix, Arizona metropolitan area. Our district is made up of a combination of large commercial trucking property and newer residential properties. While small, currently with about 900 students across two campuses, we have the advantage of a commercial property tax base to support many technologies that are unavailable to many large schools. There is no real "community center" and limited enrichment programs such as organized sports or a local library. As the Phoenix area continued to grow, and RESD2 enrollment reached a peak around 2005, a second school, Kings Ridge, was opened.

Riverside Elementary School District serves an ethnically diverse, economically disadvantaged student population, including many farming families and migrant workers. Approximately 50% of students are English Language Learners [ELL]. Over 90% are eligible for Free/Reduced Lunch, qualifying for 90% discount on E-Rate.

We have a wide variety of quality academic and extracurricular programs designed to meet our district's focus: *"Excellence in Education."* We strive to give every child an opportunity to succeed in a safe, nurturing, and academically rigorous environment. The specific mission of this technology plan is to establish and maintain a technology-rich learning environment, furthering the district's vision. Our overall goals are to strive for preparation, dedication, and teamwork among our administrators, teachers, and support personnel. Partnerships with parents, businesses, and community members are key to assisting students achieve their full potential.

The district's two schools:

- Riverside Traditional School [RTS]
  Grades Pre-K - 4, about half the district's students

- Kings Ridge School [KRS]
  Grades 5 – 8, also about half the district's students

ARIZONA TECHNOLOGY INTEGRATION:

Components	Developing (1 point)	Approaching (2 points)	Fully Integrated (3 points)	*LEA Self-Assessment Score*
Staff Technology Proficiency	No instrument(s) are available or utilized for assessing the level of technology proficiency of staff members.	One or more instruments are made available for staff to assess their level of technology proficiency.	An LEA utilizes a specific instrument(s) to assess the level of technology proficiency for staff. An LEA has identified expectations/standards for the level of technology proficiency of staff and provided professional development for staff members to meet the expected level of proficiency.	2
2009 Educational Technology Standard	No specific curriculum resources with educational technology standard performance objectives are available and/or no alignment with educational technology standard performance objectives has occurred for any grade levels.	Some curriculum resources with identified educational technology standard performance objectives are provided for one or more content areas and/or grade levels. Some alignment of Educational Technology Standard performance objectives with other core content areas may be evident across one or more grade levels.	Educational Technology Standard performance objectives have been aligned with other core content areas across all grade levels. Curriculum resources are available to assist teachers with implementing instructional activities that have educational technology standard performance objectives embedded.	2
Classroom Integration of Technology	No instrument(s) are made available for assessing how effective a teacher is integrating technology in his or her classroom. Technology in the classroom is almost exclusively used by the teacher.	One or more instruments are made available for teachers to self-assess how effectively technology is being integrated in their classroom. Teachers use a variety of technologies to enhance instruction. Student use of technology occurs occasionally and is generally for research, presenting information, and creating some text and multimedia products.	An LEA utilizes a specific instrument(s) to regularly assess how effectively a teacher integrates technology into their classroom. Teachers and students utilize technology daily to explore content, communicate and collaborate on real-world problems, provide real-time data of student progress and to assist teachers and students in individualizing a student's learning experiences.	3

Components	Developing (1 point)	Approaching (2 points)	Fully Integrated (3 points)	*LEA Self-Assessment Score*
Professional Development/ Instructional Support	No professional development or instructional support on the use of technology is offered.	Professional Development on the use of technology in the classroom is offered. Instructional support for the effective use of technology is available for some teachers through instructional coaches or curriculum resources.	Professional Development is offered based on needs identified from Staff Technology Proficiency and Classroom Integration of Technology Assessments. Professional Development is provided for content areas/grade levels on effective technology integration strategies and the use of curriculum resources available for educator's specific grade level and/or content area. Coaches are available at each school site to assist teachers with implementing strategies for effectively integrating technology in the classroom.	3
Availability of Technology	Classrooms have 1-2 computers. Additional computers may be available in computer labs.	Classrooms include some additional instructional technology hardware (projector, interactive whiteboard, electronic response systems, document cameras, etc.) to assist with instruction. Classrooms have at least 1-2 computers and may have access to additional computers through computer labs and/or mobile carts. Wireless access to the Internet is available in some schools.	Classrooms include a wide variety of instructional technology hardware (projector, interactive whiteboard, electronic response systems, document cameras, digital cameras, digital camcorders) to assist with instruction. Students have access to individual computing devices that can access the Internet. Wireless access to the internet is available campus-wide across all schools.	3
Technology Funding/ Technology Support	LEA maintains a technology support staff to computer ratio of 1 person per 750 computers or greater. Technology funding provides for a computer replacement cycle of 6 years or longer.	LEA maintains a technology support staff to computer ratio of 1 person to between 400-750 computers. Technology funding provides for a computer replacement cycle between 4 and 6 years.	LEA maintains a technology support staff to computer ratio of 1 person to 400 computers or less. Technology funding provides for a computer replacement cycle of 4 years or less.	3
Comprehensive LEA Technology Integration Status	**Developing - total 6–9 points**	**Approaching - total 10–15 points**	**Fully Integrated - total 16–18 points**	16

STUDENT LEARNING:

CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Provide district policies, curriculum, and resources to ensure that every student has the tools for an individualized, collaborative, and authentic learning experience.		X		
Select and deploy a variety of technology-based tools to provide differentiated instruction for every child by monitoring student assessment and suggesting developmentally appropriate content.	X			
Embed the *Arizona Educational Technology Standard* within the curriculum at each grade level.		X		
Select and utilize local, commercial, and open source digital content, aligned to state standards, to provide online access to specialized, rigorous, dual enrollment, credit recovery, and remedial courses.		X		
Provide curriculum and resources that ensure personal safety for students in a digital world and policies that specify expectations of appropriate behavior and rules for students, parents, staff, and teachers.	X			

Describe the current level of technology integration into curriculum areas and the method of technology integration.

Technology is viewed as a tool to enhance teaching and learning, and is interwoven throughout our curriculum. While we do use drill and practice software, appropriately, we are also strong proponents of Project-based Learning. In this approach, students create knowledge and understanding through activities built around intellectual inquiry and engagement with meaningful tasks. Technology integration runs the gamut from fundamentals for Kindergarteners to more advanced usage in the higher grade levels.

RESD2 already has adequate infrastructure to deliver broadband voice, video, text and graphic data to the networked, multimedia-capable computers that are available in all classrooms. Our standard computer platform is currently Windows 7 Pro. Servers are configured to run Windows Server 2010. MS Exchange Server is used for electronic mail as well as shared calendars and contacts. RESD2's teachers and students have ample access to computers. Each teacher has a laptop and the student: computer ratio is about 2:1. Workstations and laptops are available in classrooms. All workstations are configured with productivity tools (Microsoft Office), communication tools (Email, Internet Explorer), curriculum titles, and creativity software.

Students use MS Office to prepare written assignments (Word), tables and graphs (Excel), and presentations (PowerPoint). They use a World Wide Web browser to search for information on the public Internet, and to access web-based applications as well as content. Teachers use MS

Office to prepare lesson plans, handouts, presentations, and other curriculum materials; they also use a web browser. All staff members have electronic mail accounts and are expected to check email regularly. Students are not currently assigned email accounts, since use of email by students is deemed more age appropriate for secondary schools. Every classroom has an LCD projector and interactive whiteboard, and document camera to enable the use of computer-based presentations both for teacher-led instruction and for student presentations.

Some of the software applications currently in use include:

- Galileo (Grades K -8 Reading & Math assessment & learning)
- Dibels (Grades 1-8 Reading Comprehension Lessons & Assessment)
- Study Island (Grades K - 8 Language Arts, Math Lessons & Assessment)
- Curriculum Mapper (Documentation tool designed to record and layout curriculum w/ standards)
- Encarta Multimedia Encyclopedia (Safe "High Impact" research tool)
- Mavis Beacon (Keyboarding Skills)
- Texts and electronic curriculum materials from Houghton-Mifflin, and MacMillan

What is the current level of technology literacy and how do you measure **student** technology literacy?

RESD measures student technology literacy at the 7th and 8th level. Students in these grades are also required to use technology (Excel, PowerPoint, Word, Internet Research) to complete assignment 3 day per week. Over 80% of 7th and 8th graders in the district meet the district proficiency standards.

How are you developing and using innovative strategies for delivering curriculum through the use of technology (consider items such as distance learning technologies, online learning, and other e-learning systems)?

RESD utilize Interactive Whiteboards in conjunction with integrated software to deliver curriculum. Web content from various sources and web-based educational and assessment tool are delivered in computer lab settings and with laptop carts in the Junior High classrooms. E-Books are also accessible district-wide.

How are you using technology to promote increased parental involvement and student engagement?

All school sites and departments have the ability to maintain a web presence for their entity. These individual sites facilitate greater student-teacher-parent communication through the use of online calendaring, subscription-based news, video and audio feeds, and document upload/download functionality.

RESD publishes and distributes a newsletter which makes the information on the website available to parent without internet access.

How are you using technology to increase authentic learning, increased collaboration and communication skills, and problem-solving **by students**?

RESD2's curriculum is based upon and fully aligned with Arizona state standards for the core disciplines taught in grades K-8. In recent years, new textbooks have been adopted in most subject areas, consistent with these standards, many of which are supported by associated computer software. These software applications provide enrichment opportunities for student learning and opportunities for practice, as well as facilitating teacher monitoring of student progress. Many of these software packages incorporate flexible, adaptive elements that address the needs of students at all levels of achievement. Additionally, the availability of traditional productivity software and web browsing capabilities enable the incorporation of project-based learning into our pedagogical approach.

STUDENT LEARNING NEEDS:

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **student learning** items or issues that are needed.

- RESD needs sustainable professional development for staff and students.
- Accountability (teacher, staff, student)
- Consistent funding stream to continually integrate hardware and software
- Evaluation of cutting-edge technological resources

LEADERSHIP:

CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Develop and implement a comprehensive Strategic Technology Plan, tied to the district's strategic plan and school improvement plans, that ensures the instructional and administrative use of technology at the classroom, library, campus, and district level.		X		
Adopt the *Consortium for School Networking's (CoSN) CTO Skills Framework* for the hiring and evaluation of Chief Technology Officers.				X
Develop incentives for new and veteran educators to become technologically literate.		X		
Include community input into the planning and support for the integration of technology into teaching and learning.		X		
Coordinate the use of electronic data in district planning to support research-based decision-making focused on student success.	X			
Participate in collaboration with representatives from PreK-12, Higher Education, parents, businesses and community to share planning resources and services.	X			
Support and encourage leaders to attend and present at local/state/national educational technology conferences.	X			

List and describe the current uses of technology to support your administrators and their responsibilities (district, school-based, student achievement, and teacher effectiveness) in the chart below. (add additional rows as needed)

Technology Resource	Activity
Galileo	Quarterly administration of AIMS predictive assessments in grades 3-8
Synergy SIS	Student information system is used to collect demographic information, track student discipline and course data, schedule classes, and grade progress.
e-IEP Pro	Tracks Special Needs student IEP and

	evaluation data, manage discipline information, schedule classes, and grade progress.
Study Island	Language Arts, Math Lessons and Assessment for Grades K - 8
Destiny Library Management System	Tracking, storing, circulating, and disposing of the districts inventory of library materials and textbooks.

Describe how administrators promote and evaluate the effective use of technology by teachers.

Teachers will have incentive to remain effective with the use of technology as it is a major component in the teacher evaluation instrument. Teachers also receive professional development credits that apply towards re-certifications and pay incentives.

Describe the roles site-based LEA administrators play in the types and quantity of technology that are available to their staff and students.

RESD site-based administrators exercise control over their school's capital budget. School principals can allocate resources toward technology purchases, provided these purchases are within the parameters set forth by the District's established hardware and software standards.

LEADERSHIP NEEDS:

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **leadership** items or issues that are needed.

- Continuous technology professional development for leaders
- Survey to assess all staff annually to ensure the effectiveness of professional development
- Stronger commitment to upgrading technology hardware and software

PREPARATION AND DEVELOPMENT OF EDUCATORS:

CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Prepare administrators and district professional development personnel to conduct consistent observations of classroom use of technology using a technology integration observation form to determine levels of technology integration and effective use of technology that incorporates this observation into all formal professional evaluation.	X			
Develop and maintain funding models and budgets that support participation in statewide, technology professional development opportunities for all teachers and administrators.		X		
Develop and maintain professional learning communities that use appropriate technology to support learning and reflection by instructional personnel.		X		
Develop and maintain partnerships with Higher Education to pilot new instructional strategies for integrating technology.	X			
Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Utilize innovative strategies for anytime/anywhere delivery of ongoing professional development, including online and other distance learning models and digital content delivery services to meet the diverse and personal learning needs of all educators.		X		
Provide instructional coaches and mentors to support technology integration efforts to improve learning in core curriculum areas.		X		
Provide professional development on the impact of non-compliance with district policies regarding the use of technology and include compliance with these policies as a component of teacher evaluation and observation instruments.		X		
Use grants and, where possible, district funds to host and cosponsor regional and statewide technology symposia and training that promote the sharing of instructional strategies and techniques.	X			

Work with parents and higher education to develop opportunities for parents to learn how technology can enhance their child's learning.	X			

What are the methods used for identifying technology professional development needs for teachers, staff, and administrators?

Site-based LEA administrators align professional development to local technologies purchased to ensure maximum usage of products. Administrators determine the number of training sessions and the variety offered. Attendance logs and classroom observations will be used reinforced professional development and utilization of technology.

List and describe the technology professional development opportunities that are available to **teachers and staff** on the effective integration of technology into the curriculum in the chart below. (add additional rows as needed)

PD Activity	Facilitator or Provider of PD	Frequency of PD Offered
Synergy SIS Training	IT Department	2 day – Start of School Year
Promethean/Active Inspire/Peripheral Training	IT Department	1 day – Start of School Year
Galileo Training	Common Core DOK Coach	Quarterly
21 Century Program	Site Lead Teacher	Quarterly
Computer/Software Basics	IT Department	Ongoing

List and describe the technology professional development opportunities that are available to **administrators** on the effective use and evaluation of technology in the chart below. (add additional rows as needed)

PD Activity	Facilitator or Provider of PD	Frequency of PD Offered
Synergy SIS Training	IT Department	Ongoing
Computer/Software Basics	IT Department	Ongoing
Technology Peripheral Training	IT Department	Ongoing

What incentives are available to LEA teachers, staff, and administrators for participating in technology staff development?

Teachers will have incentive to remain effective with the use of technology as it is a major component in the teacher evaluation instrument. Teachers also receive professional development credits that apply towards re-certifications and pay incentives.

How do you measure the effectiveness of the technology professional development offered?

The effectiveness of the technology professional development offered is measured by surveys, classroom observation and helpdesk ticket tracking.

PREPARATION AND DEVELOPMENT OF EDUCATORS NEEDS:

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **professional development** that is needed under each category.

- ***Teachers and Staff***
  - Specialized training as new technology is introduced
  - Train the trainer (Lead Teacher)
  - Stipend for Lead Teachers
  -
  -
  -
  -
- ***Leadership and Administration***
  - Specialized training as new technology is introduced
  - Quarterly technology training for Administrators
  -
  -
  -

INFRASTRUCTURE:

An essential component of the 21st century learning model is a comprehensive infrastructure for learning that provides every student, educator, and level of our education system with the resources they need when and where they are needed. The underlying principle is that infrastructure includes people, processes, learning resources, policies, and sustainable models for continuous improvement in addition to broadband connectivity, servers, software, management systems, and administration tools. Building this infrastructure is a far-reaching project that will demand concerted and coordinated effort.

Transforming American Education: Learning Powered by Technology
National Educational Technology Plan (Draft), 2010

Long-Range Strategic Goals:

The goals for learners, leaders, and educators will be achieved through an infrastructure that provides:

- secure and reliable anytime/anywhere access to a variety of current and emerging technologies.
- just-in-time assistance to support the use of technology for administration, teaching and learning.
- policies and procedures that ensure equitable access to all users.

Long Range Strategic Goals
Transforming Education: Enabling Learning for All Arizona Students
The Arizona Long-Range Strategic Educational Technology Plan, 2009

CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Develop and implement new strategies and practices for the funding, purchase and support of technology infrastructure and services.	X			
Provide a 1:1 learning environment for 6th-12th grade students and at least a 3:1 ratio for students below 6th grade. (ETAC has avoided using "computer to student ratios" because other digital learning devices, i.e. net books or smart phones, might describe these ratios)		X		
Maintain an internal wide area network that provides connections from the district to each school and between schools of at least 100 Mbps per 1,000 students/staff within the next one to four years and at least 1 Gbps per 1,000 students/staff within the next five to seven years. (Adapted from *High-Speed Broadband Access for All Kids)*	X			
Provide and maintain an infrastructure for communications with parents and community members, including year-round anytime/anywhere access to school news, educational resources, and data.		X		
Utilize technologies that are environmentally safe and can be used to ensure the safety of students (i.e. surveillance and emergency warning systems).		X		

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Provide and maintain an infrastructure for online grading and assessment systems that are standards based and allow access to student performance data to students, parents, and appropriate district personnel.	X			
Develop strategies, resources, and best practices that facilitate anytime/anywhere access to digital learning resources and activities by all students within the district. This includes secure access to network resources and ensuring that critical technology applications and data can be recovered in a timely manner.	X			
Provide funding and release time for support staff from districts of common size, interests, and technologies to meet and share best practices in infrastructure support.		X		

Describe your network configuration (the amount and type of network connections to the Internet, to individual schools, and within each school) and utilization (the type of network or connectivity that is being used, network configuration, and the current level of utilization.).

Brocade Network configured in a Hub and Spoke Topology with multiple WAN links. 20mbps Metro Optical Ethernet to the cloud and remote sites. 300mg wireless WAN to remote sites. 10gig LAN links between MDF/IDF. Each site is completely saturated in an 802.11n wireless LAN infrastructure.

Describe the current level of access to technology resources (computers, cell/smartphones, interactive whiteboards, student responders, digital cameras, and other technology):

- **Students** have access
  - Desktop PCs (6) in every classroom
  - Laptops (350) in mobile carts for 5th – 8th grades
  - Promethean Board and projector in each classroom
  - Promethean ActiVote (clickers)
  - Digital/Video Camera
  - E-Books – Digital Library
  - My Big Campus
- Each **teacher** in the district has
  - Laptop with docking station
  - Promethean Board
  - Promethean ActivSlate

- Content Library
- Digital/Video Camera
- Document Camera
- Audio Amplification System
- BYOD
- Printer/Scanner/Copier

- **Administrators** have

- Laptop
- PC
- SmartPhone
- Digital/Video Camera
- Smart Scanner
- Tablet PC
- Access to High Volume Printer

Indicate what role, if any, that E-Rate has played or will play in maintaining or expanding LEA infrastructure.

The Riverside School District is a 90% free/reduced district. The district has leveraged E-Rate funding to accomplish the following:

- Full network overhaul including WAN, LAN and WLAN
- Metro Optical Ethernet to the cloud and between sites
- Domain Controllers, Email, DHCP, DNS, Terminal and Backup servers
- Video Conferencing
- VoIP Telephone System
- Enhanced UPS
- Supplement support provided via E-Rate Basic Maintenance for cabling, networking and servers

List and describe the technology infrastructure for department procedures in the chart below. (business needs, HR, district communication, transportation, state reporting requirements, etc.) (add additional rows as needed)

Department/Service	Technology Infrastructure/System Used
Business/Inventory/Purchasing/HR/Depts	Infinite Visions
District Communication	MS Exchange
Student Information System (Required for state reporting)	Synergy SIS
Transportation	Custom database maintained in house
Food Services	Meal Tracker SMS
Special Education	e-IEP Pro

List and describe staffing levels versus devices/infrastructure needing support in the chart below. (add additional rows as needed)

Device/Infrastructure Component	Number of Devices	Number of Support Positions
Networking	255	1
Servers/Systems (Email, SIS, Finance, etc.)	22	2
Workstations/Software	700	2
Other Devices (printers, projectors, document cameras, interactive white boards, etc.)	250	1

INFRASTRUCTURE NEEDS:

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **infrastructure** that is needed under each category (Hardware, Software, and Staffing).

- **Hardware**
  - Network Monitoring Hardware
  - VoIP Telephones
  - Replacement of Classroom Student PCs
  - Intercom Systems
  -
  -
- **Software**
  - Network Monitoring Software
  - Helpdesk Software
  - Lab Monitoring Software
  - Laptop Tracking Software (CompuTrace)
  -
  -
- **Staffing**
  - On-Site Technicians
  - Technology/Education Integration Specialist
  -
  -

State of Arizona
Department of Education

John Huppenthal
Superintendent of
Public Instruction

June 18, 2013

RE: CERTIFICATION OF TECHNOLOGY PLAN REVIEW/APPROVAL
NAME OF ENTITY: Riverside Elementary District - 070402000
Plan Approval Expires: **June 30, 2015**
Pursuant to the requirements of the FCC's E-rate program under the Schools and Libraries Universal Service Support Mechanism

Dear Technology Plan Administrator:
Children's Internet Protection Act (CIPA) Certification (Updated Dec. 2011)

Thank you for providing a copy of your institution's technology plan for review pursuant to the requirements of the Schools and Libraries Universal Services support mechanism (commonly known as "E-Rate") program, and the Enhancing Education through Technology Program (EETT) Title IID.

The technology plan you provided appears to include all the basic planning components required under the E-Rate program as set forth by the Federal Communications Commission (FCC), reference http://www.sl.universalservice.org/apply/step2.asp#3. As such, you may consider receipt of this letter as confirmation that your technology plan has been approved by an "authorized organization" as required. This certification applies only to the approval of this technology planning document for purposes of your E-Rate and EETT Title II-D application.

Although the basic structure of your technology plan has been approved, you are reminded that E-Rate rules require a level of consistency between technology plans and E-Rate funding requests that was not subject to review under our approval process. Please read the latest developments regarding technology plan requirements at the above link to remain compliant of changes to the program requirements.

A listing of Arizona school institutions with approved technology plans may be found on the Internet, click here.

Date Approved: **June 18, 2013** Dates covered by plan: **July 1, 2012-June 30, 2015**

Approved By: Cathy J. Poplin

Cathy J. Poplin, E-Rate State Liaison
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