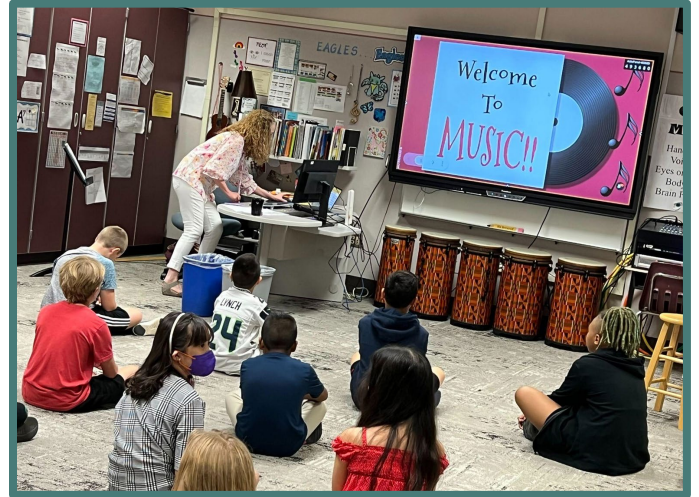


Technology Plan Annual Update

December 14, 2022

Dr. Ellen Dorr, *Chief of Technology and
Strategic Initiatives*

Dr. Bob Ettinger, *Director of Curriculum,
Instruction, and Assessment*





MISSION: Each student graduating with options and prepared to participate fully in our democracy.

SERVICE



We serve our students, families, and communities.

EXCELLENCE



We strive for excellence in all we do.

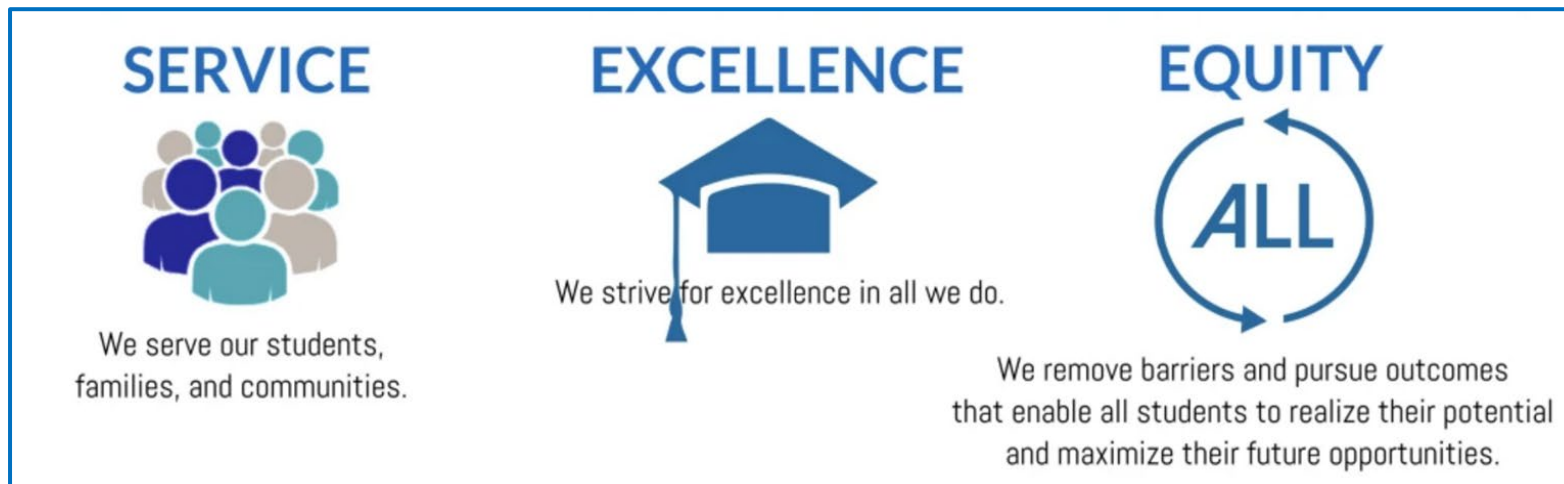
EQUITY



We remove barriers and pursue outcomes that enable all students to realize their potential and maximize their future opportunities.

District Core Values and Strategic Framework

Alignment to the District Values



Providing a strong foundation



Improving our systems and support



The right tools for each and every learner

Technology Levy Budget (in Millions)

Year	Collections	Budget	Expenditures
2018-19	\$8.8	\$11.9	\$9.6
2019-20	\$9.3	\$10.4	\$8.6
2020-21	\$11.5	\$13.1	\$12.2
2021-22	\$13.1	\$14.3	\$13.3
2022-23	\$14.1	\$14.5	

Technology Plan: 2022-23 Priorities

- Maintenance of the 1:1 Model in grades K-12
- Annual modernization of computers
- Continued support for digital learning resources and implementation
- New copiers and better printing data
- Increased cyber-security precautions (authentication)
- Modernization projects:
 - Display/Projection in Gyms and Commons

Feedback from Schools

+ (going well)

- Promethean panels
- Second year of 1:1 at elementary
- Response time on help tickets
- GoGuardian Parent App
- Gym/commons upgrades

Δ (to improve)

- Streamline or simplify resources and platforms
- Provide continued support for instructional practices

Feedback from Renton Technology Coordinating Council (RTCC)

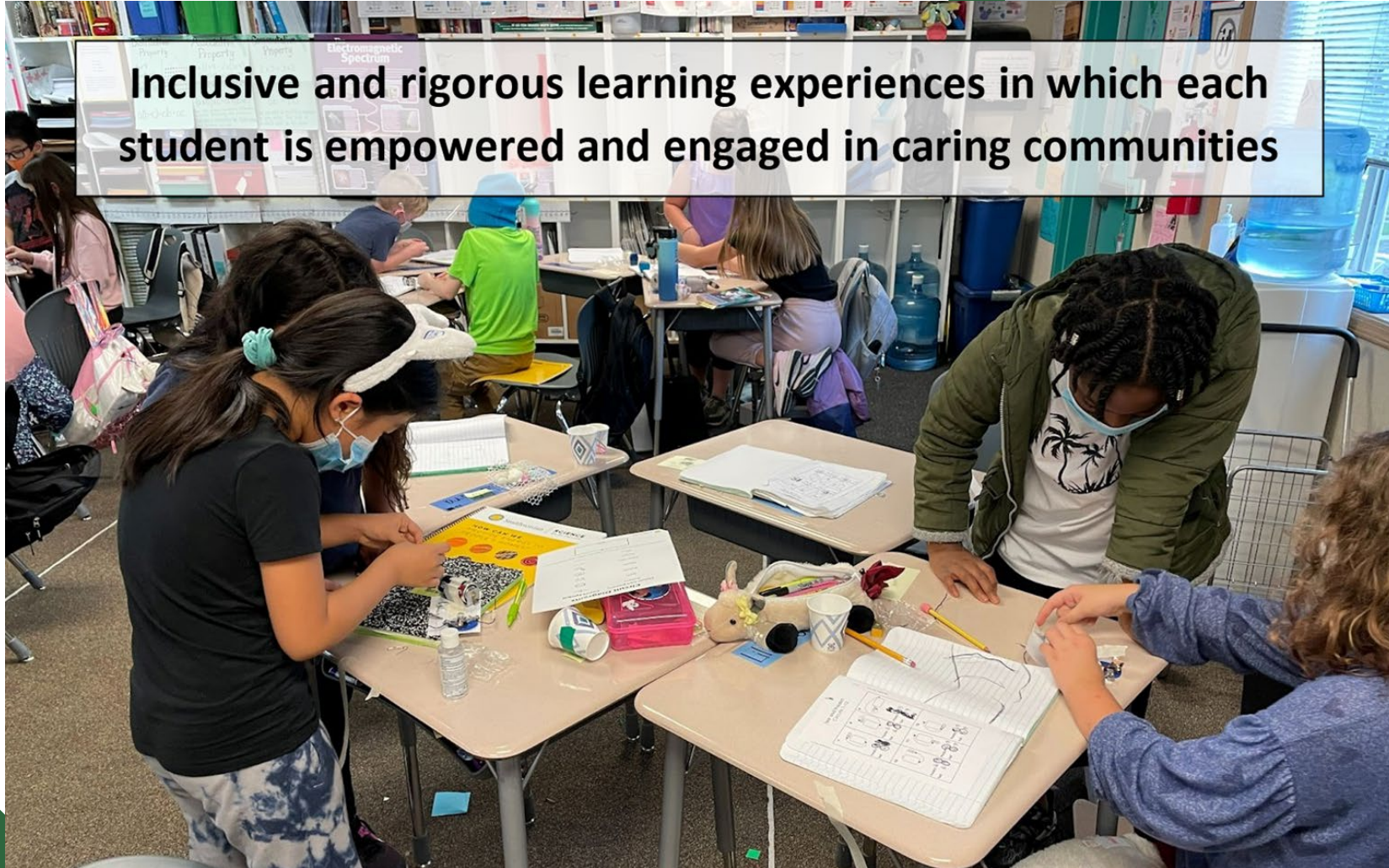
What topics or issues should we explore as a team?

- Focused on removing barriers
- Direct impact on student learning



Vision of Instruction

Inclusive and rigorous learning experiences in which each student is empowered and engaged in caring communities



Intentional use of digital tools/technology

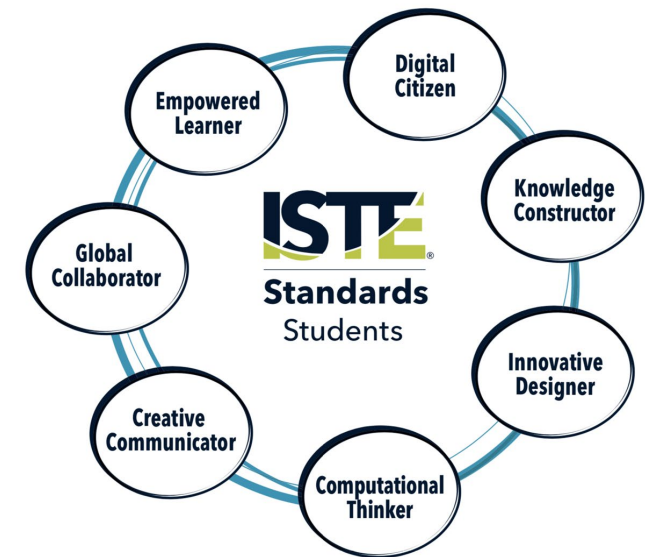
- All district-based content facilitators integrate digital tools into their support systems
- We model authentic use of tools with leaders and teachers in learning sessions
- We share overview documents and support videos asynchronously
- Technology Integration Specialists (TIS) model and lead learning



Digital and
analog
seamlessly
interwoven

Technology Integration Specialist (TIS) Program

- Teachers at each school who receive a stipend for instructional technology leadership
- Focused on ISTE Standards (adopted as WA Ed Tech Standards) as well as Vision of Instruction
- Each month, TIS share an artifact of implementing a standard in classroom
- This year, TIS are sharing artifacts of supporting colleagues as leaders as well



Knowledge Constructor

Inclusive and rigorous learning experiences

Name : Rachel Ramirez

Grade : 5th

Subject : Writing

Indicator(s) of Focus : Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Pluses of the experience	Deltas for next time
- Students were really engaged and loved to show off their finished product - They already have a lot of skills when it comes to tech - Most of them are really interested into web design	- Wondering if there is a way to have some web design classes taught by more experienced students to help students who struggle with tech - Have resources for students who finish quickly to add even more such as coding to their website

Students need to write an informational essay on something they know well. Such as a sport, a family member, a place they visit often, a family tradition or anything else that they feel they are an expert in and would like to teach others about. Instead of their final project being an essay, they took the essay they wrote and turned them into a informational website. They added pictures and pages for each “chapter” they had written. They loved it and it gave them a new and exciting way to showcase their work.

FOOD

CHAPTER ONE



Gulf fish

Gulf fish is super good it is a type of fish that they have there



Veggie omelet

They are so good and it is just an omelet with veggies in it.



Rice

are corn and like oat meal mixed it's kind of looks like cottage cheese and mashed potatoes.



Soup

has meat and other vegetables in a soupy water



This is zenitsu

He uses thunder breathing he only can use first form thunder clap and flash and the same thing but he bounces 5 times and the last aka the 6 bounce is when he beheads the demon and this is only while he sleeps and he can do god like speed and he also uses the 7th form flaming thunder god. And he is kinda a wimp when he is not asleep he likes tanjiro's sister nezuko-chan so don't feel weirded out about it because people ship them all the time but don't judge them they will take you down in a blink of an eye

Empowered Learner

Each student is empowered and engaged

Name : David (Michael) Van Auken, NMS

Grade : 8

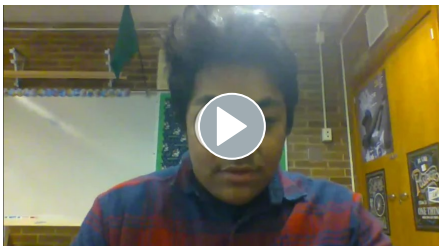
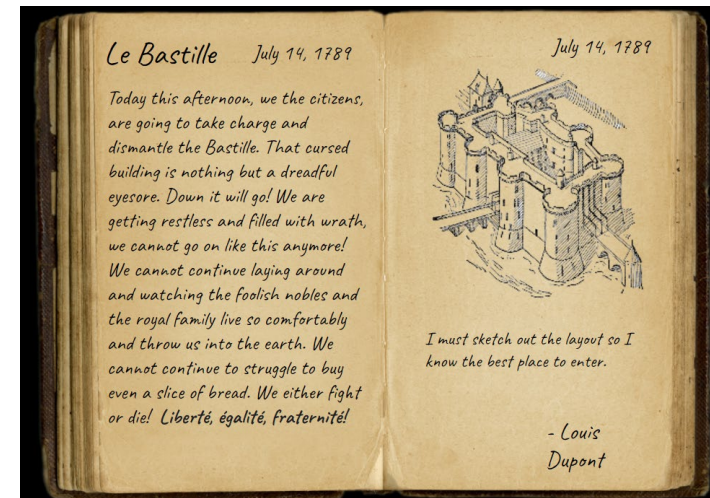
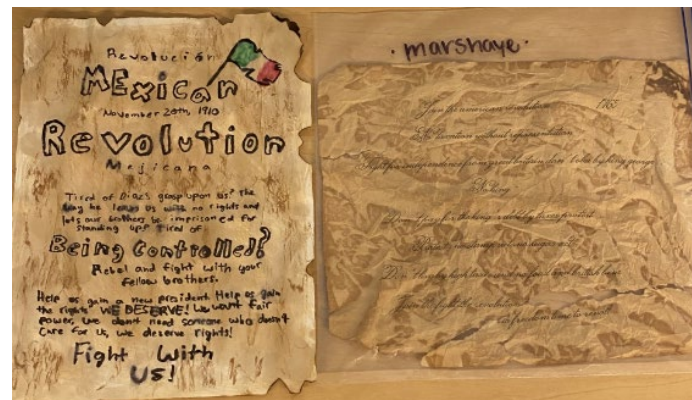
Subject : Social Studies

Indicator(s) of Focus : 1b: Students build networks and customize their learning environments in ways that support the learning

Pluses of the experience	Deltas for next time
- Students were able to pursue different interests or dig deeper into the revolution I was modeling. - Students got to create different forms of sources whether that be physical or digital.	- Create smoother pathways for students to choose different content. - Have more completed models/examples



These are some of the physical and digital choices students made. (They were to create a primary source based upon a revolution)



Digital Citizen

In caring communities

Name : Courtney Schooley

Grade : 3rd

Subject : Digital Citizenship (from the Curriculum Center Lessons)

Indicator(s) of Focus : Using technology responsibly

Pluses of the experience	Deltas for next time
• Students have fun discussing the various scenarios • Helped them think about situations, so hopefully they can prevent or navigate these in real life • They became even more aware of how to use technology appropriately (not sharing passwords, speaking kindly online, etc.)	• Challenging to find time for this important learning

Scenario 1

You notice a student is distracting others from their learning by visiting websites that are not related to the lesson.

How might you respond?



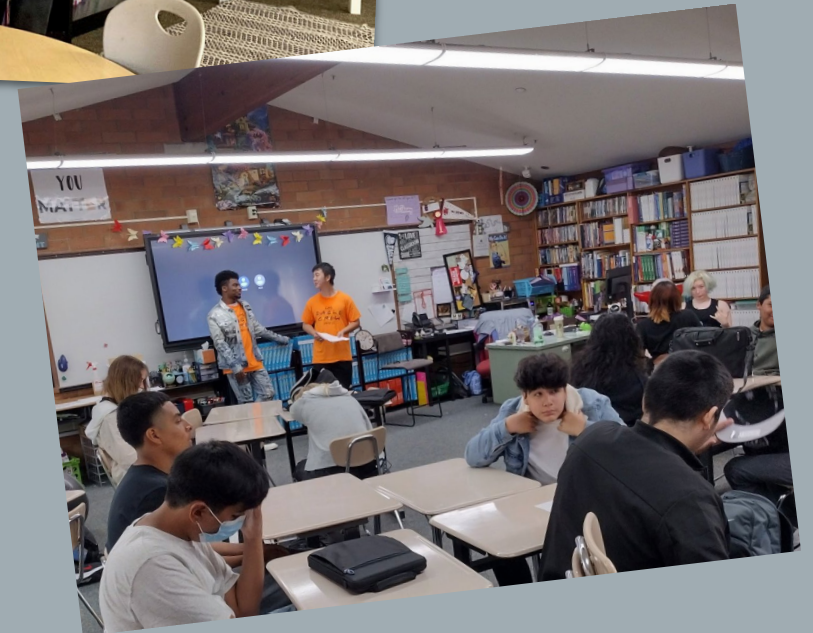
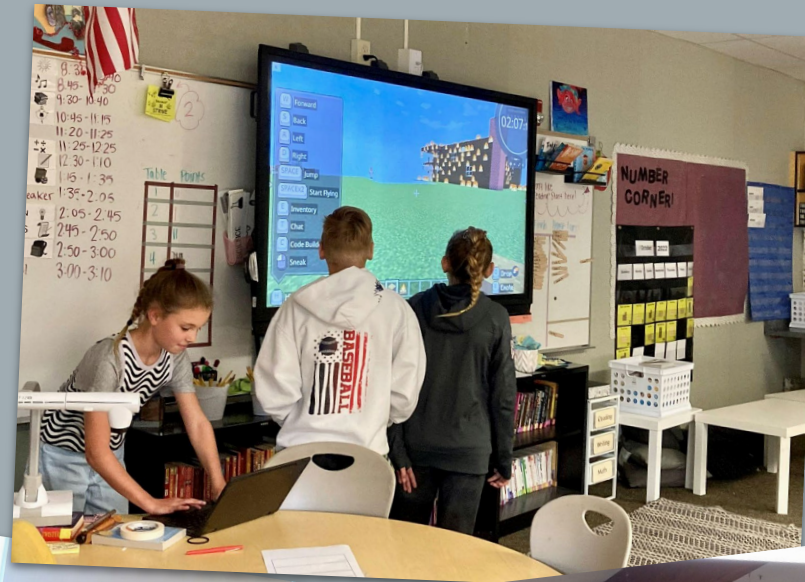
Scenario 2

Two friends recently had an argument and aren't talking to one another. One friend had the other's password and is using it behind their back to access their device.

How might you respond?



We used these scenarios to discuss how to use technology effectively



Questions?