Riverton Board of Education Technology Plan 2016 - 2019

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Vision Statement

All teachers and students have access to contemporary technology and world-class digital content with which to create, communicate, collaborate locally and globally. Learning is engaging, personalized and authentic to enable students to become confident, creative, active and informed citizens in the 21st century.

Technology Plan Development and Review Stakeholders

Stakeholder Table		
Title	**Name**	**Signature**
Superintendent	Mary Ellen Eck	
Principal	Mary Ellen Eck	
Technology Coordinator	John Miller	
Curriculum Director/Curriculum Committee Member	Robert Sciarrotta	
Teacher	Rosemary Allen	
Special Education Teacher	Karen Park	
Library Media Specialist	Amy Penwell	
Guidance	Lisa Rosenberg	
Board Member	Walter Croft	
Parent	Erika Johnson	
Student	Emma Marshall	
Community Member	Chief John Shaw	

State Reporting and NJTRAx Technology Readiness Reports

The district fully participates in the New Jersey State's data collection programs including NJSmart, NJTRAx technology readiness system and the NJTRAx Digital Learning system.

Attached in Appendix A is the final report from the NJTRAx Technology Readiness System. In analyzing the report, the district is technology ready in regards to all hardware deployment. All hardware is updated on a regular basis to ensure it can adequately meet the educational needs of all students and staff. Equipment is refreshed on a period cycle to ensure acceptable performance and capabilities to meet the educational goals of the program. On the report we scored a 9 out of 9 (ready) in meeting PARCC recommendations. Based on the system report, our bandwidth is ready for the technology rollout we have. In further analysis though, it was not recommended to invest additional local resources into bandwidth as our current usage reports are not near 80% utilization.

The district also participated in the NJTRAx Digital Learning survey reporting system in the spring of 2016. Although, the district did meet the minimum number of survey responses to generate results, we used focus groups to write the plan as this was more indicative of our need.

The district is meticulous about ensuring the data in our student information system. Doing so ensures we have accurate accounting for all student information. Since the inception of the NJSMART data upload, the district has had 0 errors. See NJsmart report in Appendix B.

Needs Assessment, Reflection and Adjustments

The technology needs assessments pertaining to educational technology revolve around the district's technology goals and what is needed to fulfill them. Riverton is a one-to-one district for students in grades 3 - 8 and continually collects data in multiple facets to help guide all technology related decision making. This data helps determine the best practices for classroom integration and the need for professional development, hardware procurement and determining the continuation of software investments as related to utilization. Additionally the district team is heavily involved in piloting various educational software applications to constantly iterate and find the best resources that will maximize student learning.

Staff and student surveys are conducted to determine areas of concern in regards to technology as a whole. A key part of our technology professional development is our Turnkey Training program, where a small team of teachers offer technology assistance throughout the year.

Hardware and Optimal Network Needs Assessment, Reflection and Adjustments

When it comes to equipment assessment, decisions are based on constituent feedback. As the district evaluates technology it often uses committees of staff and/or students to help ascertain the most effective equipment to deploy. As decisions were made on selecting student one-to-one devices, both iPads and laptops were evaluated throughout grades K-8.

In 2018, as the student one-to-one devices are refreshed, we will determine if Chromebooks will be purchased. The district will continue to collect feedback of students and staff to ascertain the optimal equipment needed to address the learning goals of the district at that time. To ensure a smooth and reliable experience, the district is always analyzing network traffic and end user experience to ensure proper facilities exist (sufficient bandwidth and minimal network saturation). Using network analysis the district is able to monitor traffic reports, utilization reports and utilization trends to ensure adequate resources exist to meet the district's needs. As new equipment is added, changes are planned and executed on the backend support to ensure minimal impact on the users (both students and staff's) experiences.

Professional Development

Professional development is coordinated by the Superintendent and School Improvement Panel (ScIP). The district's Professional Development is guided by the County approved Professional Development Plan. This plan formally outlines all training needs for the district including technology

training and is incorporated with the district's overall staff development initiative. Technology training is an integral part of the professional development program for all staff. The district currently has a Technology Coordinator and Turnkey Staff who help oversee the technology specific professional development programs. This includes coordinating and delivering time of need training during the school day, online training resources and documentation, summer training courses and technology turnkey courses. These have been instrumental in increasing the staff members' technology capabilities.

Future plans will include increasing the online offerings during the school year and exploring online and/or blended courses. Targeted inservice training workshops also take place for teachers. These workshops are designed to familiarize the staff to introduce new tools and strategies, and to build course and activities collaboratively to ensure that grade levels are consistent throughout the school.

Since, 2015-2016, the teaching staff has been 1:1 device district communication and collaboration. Staff receive device training whenever a new device is issued, then teachers and administrators can continue to take part in all of the other diverse technology training opportunities that are offered by the District.

Budget

Implementation of the goals and objectives in this plan will require a continued commitment of funds over several years. All technology initiatives are funded centrally from the district's technology budgets. This ensures equity in deployment of equipment and services. It also ensures maximum cost savings as bulk orders allow deeper discounts. Grants and partnerships will contribute to the implementation of the plans along with the national ERate grant and annual district budget allocations. Priorities need to be set based upon maximizing the instructional and administrative efficiency and effectiveness of technology use, logically sequencing acquisitions, advances in technology and financial aid opportunities. The 2016-2017 spending plan reflects the funding needs of the goals and objectives of this plan, maximizing district expenses within this very tight budgetary climate.

The large technology initiatives including staff one-to-one devices, student one-to-one devices are funded by leasing the needed money for procurement of all devices over the lifespan of the device. The utilization of leasing allows these programs to proceed without creating turbulent technology budgets, essentially flatlining the technology budget to be predictable. Technology programs are not implemented without an existing rollout plan and educational rationale and evaluation plan developed. With regards to software and other items essential for the digital educational environment, the technology budget is zero based and all expenditures for digital resources are evaluated annually to ensure they are still needed and effectively being utilized new items replace older and obsolete technologies.

Overarching Goals and Objectives of the Plan

Riverton School District is responsible for the education of all children in our district. To this end, the technology mission of the district is: (a) all students and staff will have the knowledge, and technology skills necessary to achieve the district's goals and New Jersey Student Learning

Standards, and (b) to use appropriate technology based resources to facilitate the performance of all scholastic and administrative tasks at the building, county, state, and global levels.

In order to accomplish the technology mission of the Riverton School district, the following goals have been established to insure our students' success as they live, learn, and work in an ever changing information age.

Goal 1. The district will promote and enforce policies to build 21st Century Global Citizenship. District teachers will utilize the power of technology to enhance and transform the learning environment while optimizing the opportunity for a value added approach to globalization of the curriculum, asynchronous learning, and the creation, collaboration and publication of digital content, while also appropriately supporting state-mandated curriculum requirements.

Goal 2. The district will foster and support staff development opportunities to ensure a technology literate staff.

Goal 3. The district will continue to support a well managed infrastructure, software resources and tools, one-to-one technology programs, efficient repair procedures, and high speed connectivity to the internet in all instructional and administrative areas within the district.

Goal 4. The district will develop a plan to maximize the districts global and cultural awareness by establishing community partnerships with surrounding districts and local press and media.

Three Year Implementation and Strategies Table

Built within each goal listed in the following section is a documentation/evaluation component associated with each benchmark activity. Each person(s) listed as responsible for the implementation of the said goal(s) will ensure that the benchmarks have been achieved.

The Superintendent, Technology Coordinator and Outside Technology Consultant evaluates the larger district plan, including the implementation of network services, with feedback from the technology staff, and in-house staff. Through regularly scheduled meetings with the Superintendent and Assistant Superintendents and updates to the district curriculum leaders, progress is examined, modified, and new methods of implementation evaluated. If changes are needed, because of the existence of new technologies, state/federal or funding requirements, then this plan will be amended with these as needed.

With technology's accelerated rate of change, the district must be flexible and able to adopt and modify Riverton School District 2016-2019 Technology Plan goals appropriately. The implementation and strategies outlined below will be constantly monitored to ensure they are meeting the needs of the district and the community it serves. New technologies will be continuously evaluated and recommendations/modifications will be made on an ongoing basis.

Goal 1 - The district will promote and enforce policies to build 21st Century Global Citizenship. District teachers will utilize the power of technology to enhance and transform the learning environment while optimizing the opportunity for a value added approach to globalization of the curriculum, asynchronous learning, and the creation, collaboration and publication of digital content, while also appropriately supporting state-mandated curriculum requirements.

1A - Foster educational and informative lessons and programs that promote Digital Citizenship.

1B - Continue to evaluate and implement new communications and educational programs to foster parental and community Digital Citizenship programs.
1C - Promote increases in knowledge in the areas of cyber security and protecting oneself online.
1D - Continue to develop, promote, and showcase the tools and strategies to globalize the curriculum.
1E - Continue to develop, promote, and showcase the tools and strategies to create opportunities for asynchronous learning.
1F - Continue to develop, promote, and showcase the tools and strategies for students to create, collaborate, and publish digital content.
1G - Continue to develop, promote, and support productivity tools that are necessary for staff and students to utilize on a normal, daily basis.
1H - Explore and develop curricular and grade level goals with introduction and/or mastery of specific technology skills.
1I Research and explore innovative physical classroom and learning space designs that support 21st century learning

Goal	Benchmark Activity	Timeline	Person Responsible	Grade Level Focus
1A	Train staff on digital citizenship, digital responsibility, cyberbullying and what is digitally appropriate with students.	2016 - 2019	Technology Coordinator, Technology Teacher Team, Turnkey Trainers, Computer Support Teacher	K-5, 6-8
1B	Continue to incorporate the New Jersey Student Learning Standards 8.1 strand D on Digital Citizenship into all content curriculum areas. Offer parent and community awareness programs on topics related to cyber security, cyber bullying and digital citizenship	2016 - 2019	Curriculum Supervisor, Computer Teacher Technology Coordinator, Technology Teacher Team, Computer Support Teacher	K-5, 6-8
1C	Provide staff training and learning in the areas of cyber security and protecting oneself online. Provide age appropriate lessons on cyber security and protecting oneself online in grades K8.	2016 - 2019	Technology Coordinator, Technology Teacher Team, Computer Support Teacher Guidance Counselor, Curriculum Supervisor, Technology Coordinator, Computer Support Teacher	K-5, 6-8
1D	Cultivate cultural understanding and build global connections that enrich the learning experience for teachers and students, primarily through virtual field trips, classroom connections and expert interactions.	2016 - 2019	Curriculum Supervisor, Technology Coordinator, Technology Teacher Team, Computer Support Teacher	K-5, 6-8

1E	Extend learning activities and opportunities for students to interact with content and peers outside of the classroom, primarily through content libraries, teacher created resources, and participatory spaces.	2016 - 2019	Curriculum Supervisor, Technology Coordinator, Technology Teacher Team, Computer Support Teacher	K-5, 6-8
1F	Promote and support students becoming active producers of digital content for authentic audiences, both individually and collaboratively, primarily in the areas of diagrams and visualizations, graphic design products, multimedia, and dynamic, interactive presentations.	2016 - 2019	Curriculum Supervisor, Technology Coordinator, Technology Teacher Team, Computer Support Teacher	K-5, 6-8
1F	Promote, train and support teachers with the development of skills with basic productivity tools and district provided resources, primarily in the areas of Google Apps, classroom management and organization, data collection and instant feedback, and professional learning networks.	2016 - 2019	Curriculum Supervisor, Technology Coordinator, Technology Teacher Team, Computer Support Teacher	K-5, 6-8
1G	Establish grade level goals on mastery of keyboarding, data entry, and basic technology skills into the Grades 3-4 curriculum. Increase technology organizational skills and document and resource management Explore the feasibility to add coding into the Grades 1-8 curriculum. Work closely with special education staff to find alternate technology services/devices that address the special needs of specific learners.	2016 - 2019	Curriculum Supervisor, Technology Coordinator, Technology Teacher Team, Computer Support Teacher	K-5, 6-8
1I	Research and explore the redesign of physical space in classrooms, libraries, and other learning spaces to be more conducive to 21st century learners.	2016 - 2019	Curriculum Supervisor, Technology Coordinator, Technology Teacher Team, Computer Support Teacher	K-5, 6-8

Goal 2 - The district will foster and support staff development opportunities to ensure a technology literate staff.

2A - Continue to offer a wide variety of staff development and technology training opportunities.
2B - Offer mandatory essential training of staff with the implementation of new technology initiatives.

2C - Continue to provide resources to assist teachers with the successful implementation of technology integration.

Goal	Benchmark Activity	Timeline	Person Responsible	Grade Level Focus
2A	Sustain, iterate and evaluate the future need of the existing tech coach and turnkey positions. Expand the interactive online knowledge base to provide a self help support resource to all staff. Run summer technology training opportunities in topics covering the latest district technology offerings.	2016 - 2019	Technology Coordinator, Technology Teacher Team, Turnkey Trainers, Computer Support Teacher Superintendent	K-5, 6-8
2B	Provide training for new district staff in the use of the district software.	2016 - 2019	Technology Coordinator, Technology Teacher Team, Turnkey Trainers, Computer Support Teacher Superintendent	K-5, 6-8
3B	Continue to evaluate the use of technology and include a technology component where appropriate in all new and revised curricula and in the selection of curricular materials. Survey staff to determine training needs with regard to technology. Implement the technology integration guide/rubric along with targeted, interactive digital resources to establish a framework for successful technology integration. Evaluate the effective use of technology in classroom observations and annual evaluations Implement a common assessment tracking system to streamline the collection, analysis and distribution of common assessment data for effective teacher evaluation and self improvement Support the collection of feedback on	2016 - 2019	Technology Coordinator, Technology Teacher Team, Turnkey Trainers, Computer Support Teacher Superintendent	K-5, 6-8

	primary instructional methods and tools being used (curriculum driven).			

Goal 3 - The district will continue to support a well managed infrastructure, software resources and tools, one-to-one technology programs, efficient repair procedures, and high speed connectivity to the Internet in all instructional and administrative areas within the district.

3A Continually analyze and iterate current one-to-one programs which will eliminate the necessity for space and time and staff equipment in all areas to ensure they adequately support student learning and district administrative functions.
3B Explore digital administrative resources to support student learning and administrative functions throughout the entire district.
3C Maintain a secure technology infrastructure, wireless density and needed bandwidth to ensure optimal speed needed to support all learning applications including VoIP and streaming media.

Goal	Benchmark Activity	Timeline	Person Responsible	Grade Level Focus
3A	Evaluate our inventory against PARCC technology requirements and purchase necessary resources to meet PARCC testing requirements. Transition from desktop based applications to more web based resources for greater staff and student accessibility to district resources 24/7. Maintain existing multimedia projection and sound field infrastructure in all K12 classrooms and explore the end of life timeline and refresh cycle of equipment. Discuss a four year one to one program in grade 34 utilizing Chromebook tablets. Evaluate the district's one to one program in grade 2-8 and determine best curricula software needs and best tool to refresh devices.	2016 - 2019	Technology Coordinator, Business Administrator, Superintendent, Curriculum Supervisor	K-5, 6-8
3B	Monitor existing intercom equipment and expand the voice communications	2016 - 2019	Technology Coordinator, Business Administrator, Superintendent,	K-5, 6-8

	system to integrate with the school's intercoms as obsolete systems fail. Implement an online form management system with the Google Forms program that is accessible from anywhere in and out of district.		Curriculum Supervisor, Office Staff	
3C	Monitor the use of the voice, video, and data network to ensure adequate bandwidth is available to facilitate collegial communication and collaboration. Install load balanced concentrated Internet connections to maintain high level of service, minimize outage time and ensure adequate bandwidth availability.	2016 - 2019	Technology Coordinator, Business Administrator, Superintendent,	K-5, 6-8

Goal 4 - The district will develop a plan to maximize the districts global and cultural awareness by establishing community partnerships with surrounding districts and local press and media.

4A Work with surrounding school districts to find out how they are leveraging local and global partnerships.
4B Meet with community leaders to assemble a history of the community focussing on the local cultures.
4C Form a close working relationship with members of the media and press that serve the school districts community.

Goal	Benchmark Activity	Timeline	Person Responsible	Grade Level Focus
4A	Discuss local and global partnerships at superintendent round table meetings. Visit other school districts when they have events that are targeted to building local and global partnerships.	2016 - 2019	Superintendent Technology Teacher Team	K-5, 6-8
4B	Share information across the district and community using our school website, community agencies and any social media outlets that district chooses to	2016 - 2019	Technology Coordinator, Superintendent, Office Staff Technology Teacher Team	K-5, 6-8

	open.		Community members	
4C	Invite members of the local media and press to multiple school functions.	2016 - 2019	Members of the local media and press. Superintendent Business Administrator Teachers	K-5, 6-8

Appendices

Appendix A NJTRAx Technology Readiness System

District Report
Riverton School District

(Ratings based on Minimum PARCC specifications.)

This report provides a snapshot of the district's technology readiness for online assessment based on the NJTRAx data provided by the school's representative. The readiness ratings in this report are only as accurate as the data upon which they are based and are not a guaranteed indicator of success. This report is intended to be informational and to be used as one element of the data reviewed by Districts and Local Educational Agencies (LEAs)/Testing Sites as they prepare for technology readiness.

District Technology Readiness for Online Assessment

Rating for: PARCC Minimum Specifications

Rating for: PARCC Recommended Specifications

The Readiness Ratings for Online PARCC Performance Assessment (20-day window) use a scale of 0-9, where 0 = Missing or Out of Range Data, 1-3 = Low Not Ready, 4-6 = Moderate Not Ready, and 7-9 = Ready.

The report is based upon assumptions that influenced the calculations and results.

The assumptions are as follows:

- The administration window for each of the two PARCC summative assessments is twenty (20) days. All assessments and make-ups must be administered within the twenty day window. Although some LEAs/Testing Sites may be able to schedule fewer days, the report is based on the availability of all twenty days.
- As per PARCC documentation, the report uses two assessment sessions per day in its calculations.
- This report uses a 10% overage included in the amount of devices that are needed in order to account for possible breakage and repair issues that could occur during the assessment administration.
- This report uses PARCC minimum bandwidth specifications for online testing. Those specifications are: 50 Kbps per student with no content caching and 5 Kbps when content caching is used. Eighty percent (80%) of the available Internet bandwidth is used in the network readiness calculation since 80% represents the percentage of Internet bandwidth typically available for high quality data transport.
- A "**No Rating**" will display in the results when one of two situations arise:
    - The rating could not be determined due to **missing data** from the school's NJTRAx data file.

- The **data are out of range** – for example, an Internet utilization entry with the entry at 0% (which does not take into account normal, everyday usage) or 100% (which indicates there would be no bandwidth available for testing above normal usage).

It should be noted that the reporting feature of the PARCC TRT does not include all of these assumptions. Due to this, the results of this report may differ from the reports found in the PARCC TRT.

District Report: Executive Summary

Technology Readiness Rating

To be considered OVERALL TECHNOLOGY READY FOR ONLINE TESTING the District must meet each of the following criterion:

A) The District must be rated Network Ready (see below for definition)

B) All schools in the district that are testing sites must be rated as Technology Ready for Online Testing.

Network Readiness Rating

If the District is the Internet Service Provider for its schools then, to be deemed Network Ready, the district must have adequate bandwidth to accommodate normal traffic plus all simultaneous test takers from all schools across the duration of the testing window. In addition, all its schools must be Network Ready.

If the District is not the ISP, then to be considered Network Ready, all its schools must be Network Ready.

Device Readiness Rating

To be device ready, a district must have all of its schools device ready.

Testing Specifications

Number of schools: 1

Number of students to be tested: 179

Number of test sittings per Grade 3-5 student: 8

Number of test sittings per Grade 6-11 student: 7

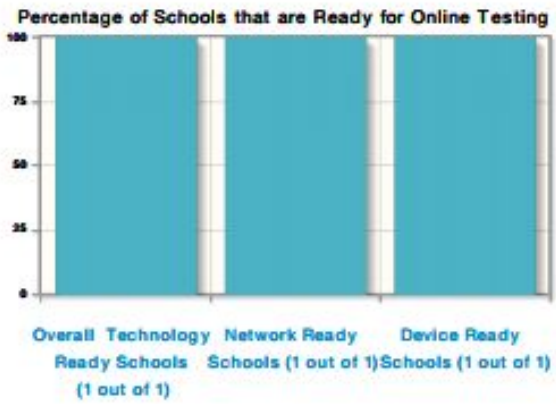
Grades Tested: 3 , 4 , 5 , 6 , 7 , 8

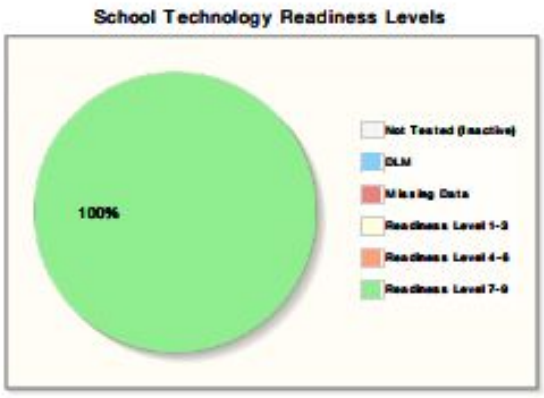
Assessment Window: 30 days

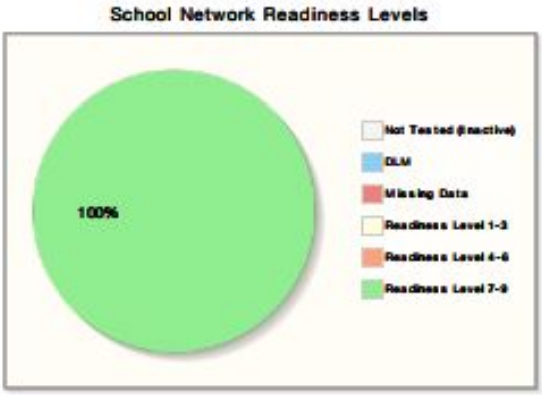
Assessment Sessions per Day: 2

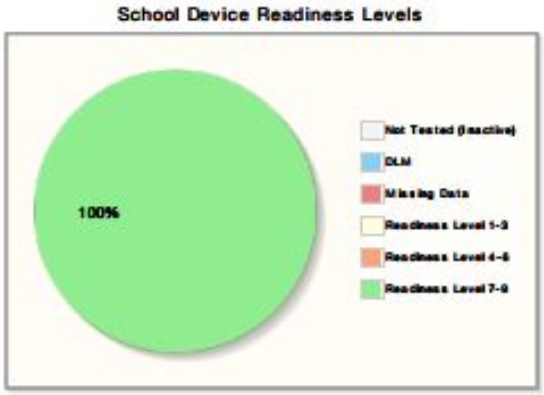
Grade	Number of Students
3	36
4	28
5	32
6	27
7	30
8	26

Summary Status Report









Appendix B NJSmart Upload Report

SID Management QSAC Data

Filter By: equals Add Filter

Extract Format: Comma-separated Excel Export Data

Snapshot	Date of First Full File for the School Year	Active Records	Sync Records	Error Records	Unresolved Records	Conflict Owning Records	School Year
Jun 30, 2017	n/a	298	0	0	0	1	2016-2017
Oct 14, 2016	Sep 09, 2016	297	0	0	0	0	2016-2017
Jun 30, 2016	n/a	322	0	0	0	0	2015-2016
Oct 15, 2015	Sep 15, 2015	318	0	0	0	0	2015-2016
Jun 30, 2015	n/a	304	0	0	0	0	2014-2015
Oct 15, 2014	Sep 03, 2014	306	0	0	0	0	2014-2015
Jun 30, 2014	n/a	313	0	0	0	0	2013-2014
Oct 15, 2013	Aug 21, 2013	312	0	0	0	0	2013-2014
Jun 28, 2013	n/a	287	0	0	0	0	2012-2013
Oct 15, 2012	Aug 08, 2012	285	0	0	0	0	2012-2013
Jun 30, 2012	n/a	296	8	0	0	0	2011-2012
Oct 15, 2011	Sep 26, 2011	289	8	0	1	0	2011-2012
Jun 30, 2011	n/a	281	0	0	0	0	2010-2011
Oct 15, 2010	Aug 26, 2010	276	0	0	0	0	2010-2011

Appendix C NTRAx Digital Learning Survey

NEW JERSEY DIGITAL LEARNING

Riverton School

Riverton School District

Respondent Group Report: 05/12/2016 - 05/12/2017

Respondent Group Report: Students

STUDENT SURVEY RESPONSES

With the current national emphasis on student-centered learning, school communities are increasingly recognizing the value of listening to and engaging students as partners in the strategic work of the school and district. Student surveys are important indicators of classroom culture, engagement, personalization, and levels of implementation of digital learning in classrooms.

This report represents your students' perspectives on their experience in this school. Each infographic, chart, or table includes a footnote as to the number of students that responded to the questions.

Respondents: 49 Students

The student voice...

PERCENTAGE OF STUDENTS RESPONDENTS BY GRADE BAND

51% of student respondents in **GRADES 5-6**.

49% of student respondents in **GRADES 7-8**.

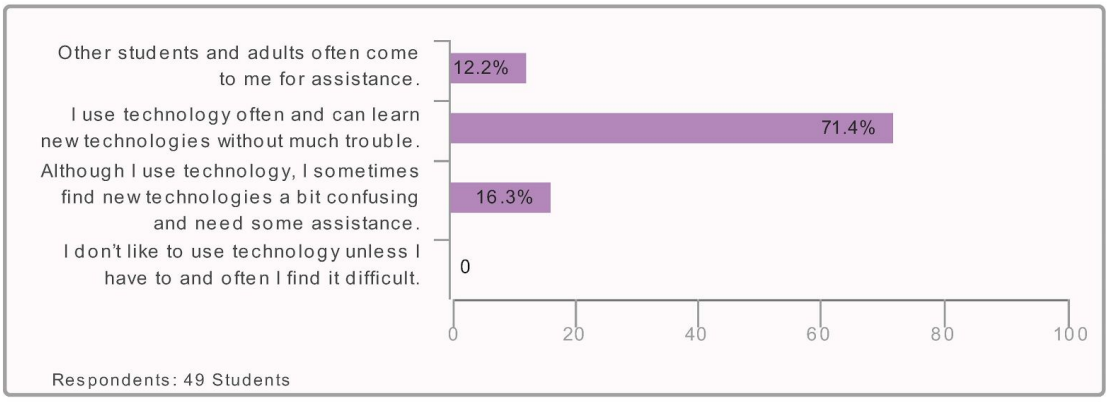
0% of student respondents in **GRADES 9-10**.

0% of student respondents in **GRADES 11-12**.

Respondents: 49 Students

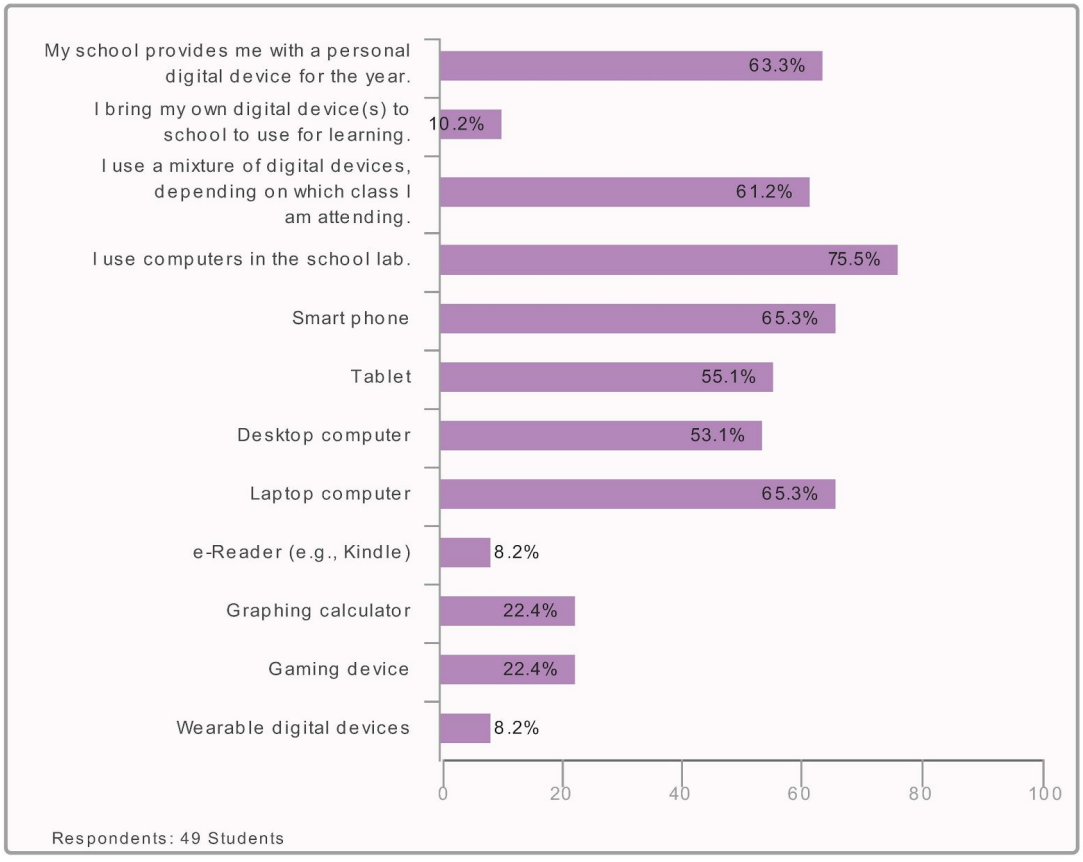
Technology Level of Expertise in Students

Figure: Students' self-reported levels of expertise.



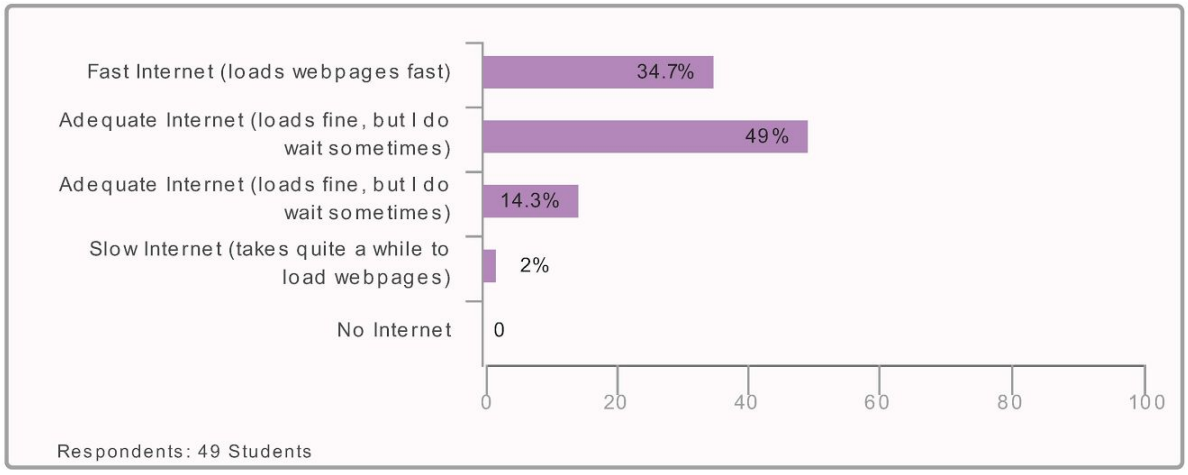
Student Access to Devices

Figure: The percentage of students who said they had the following types of access to devices.



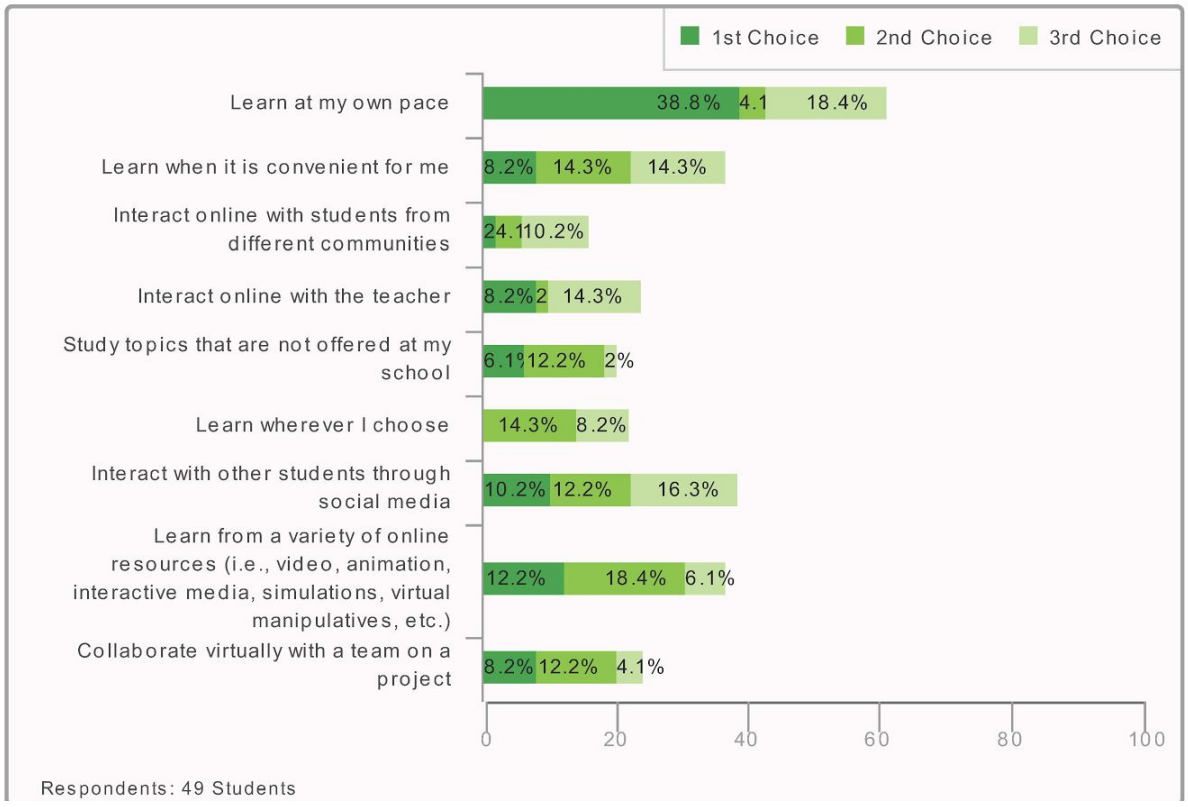
Home Access to the Internet

Figure: Students report the speed of their home internet access.



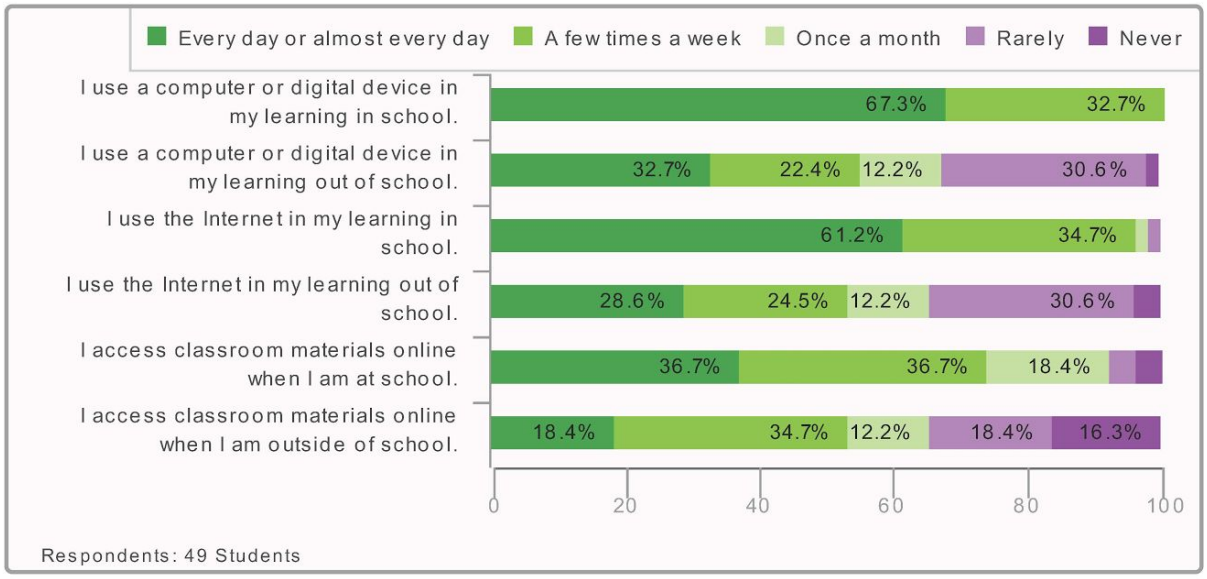
Frequency of Technology Use In and Outside of School

Figure: Student ranking of the top three reasons that they like learning online.



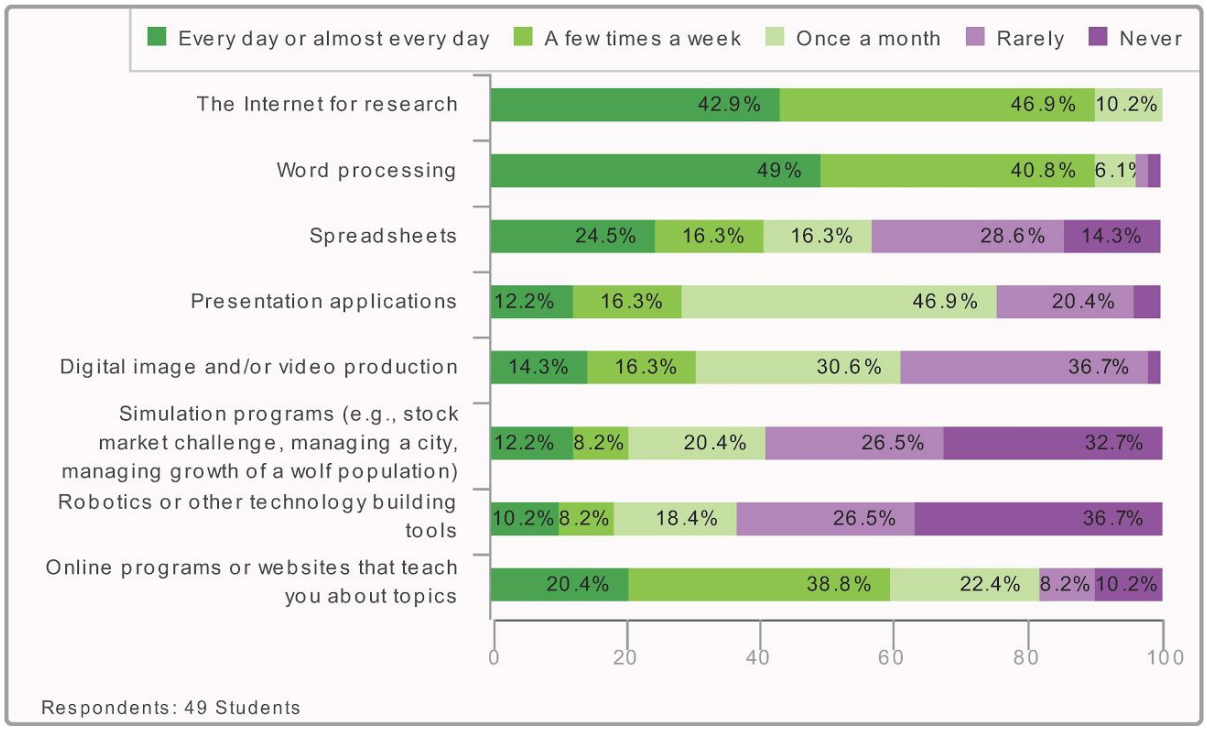
Frequency of Technology Use In and Outside of School

Figure: Students weigh in on the frequency with which they use technology inside and outside of school.



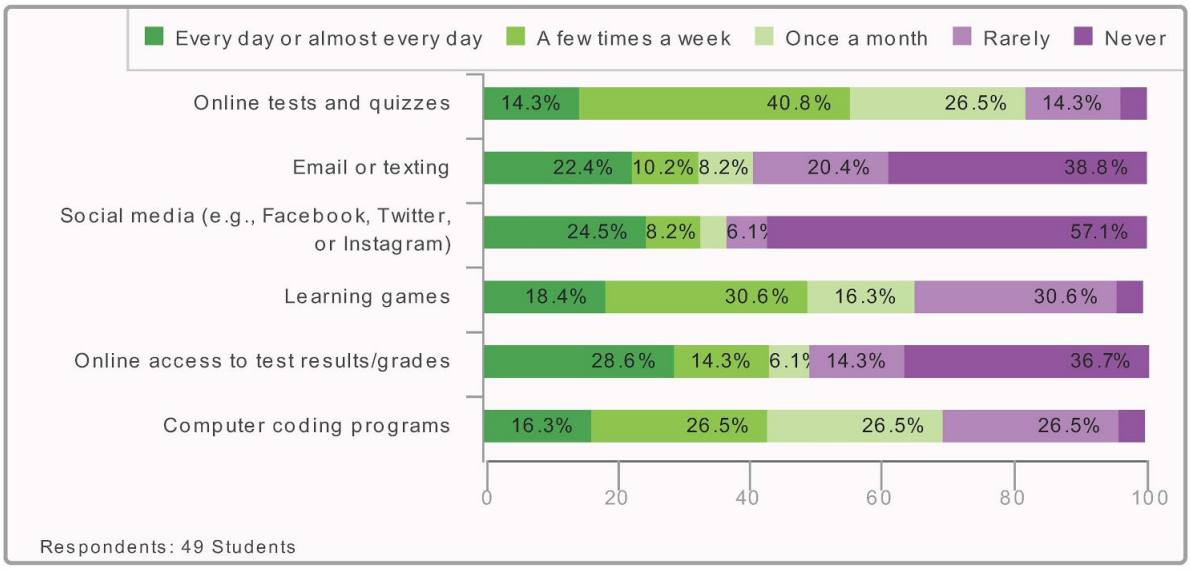
Frequency of Technology Use by Tool

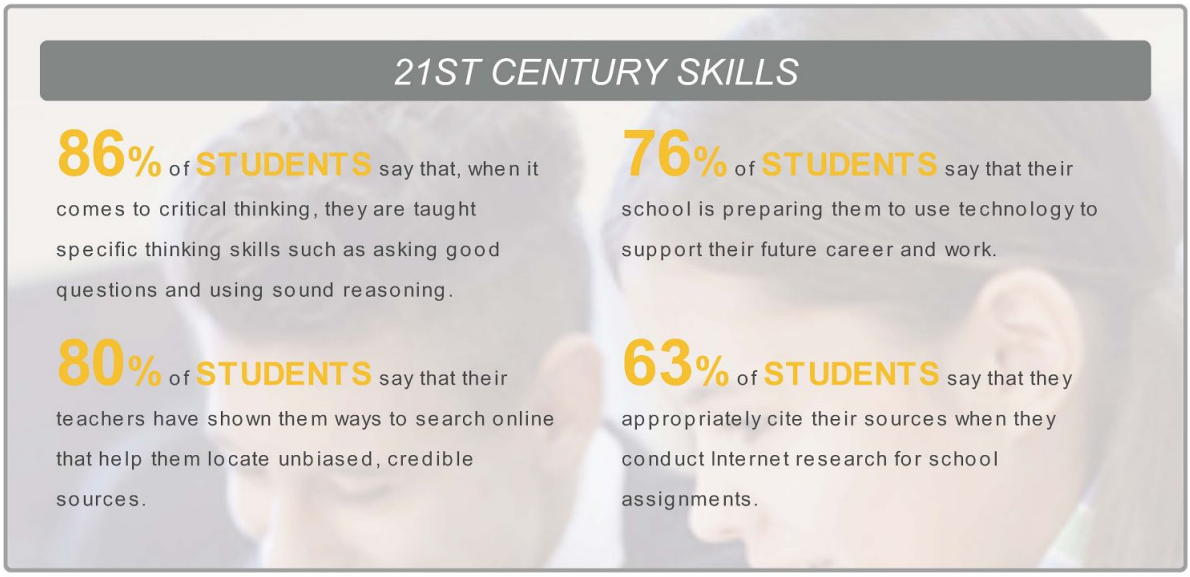
Figure: Students weigh in on the frequency with which they use specific technology tools.



Frequency of Technology Use by Tool

Figure: Students weigh in on the frequency with which they use specific technology tools

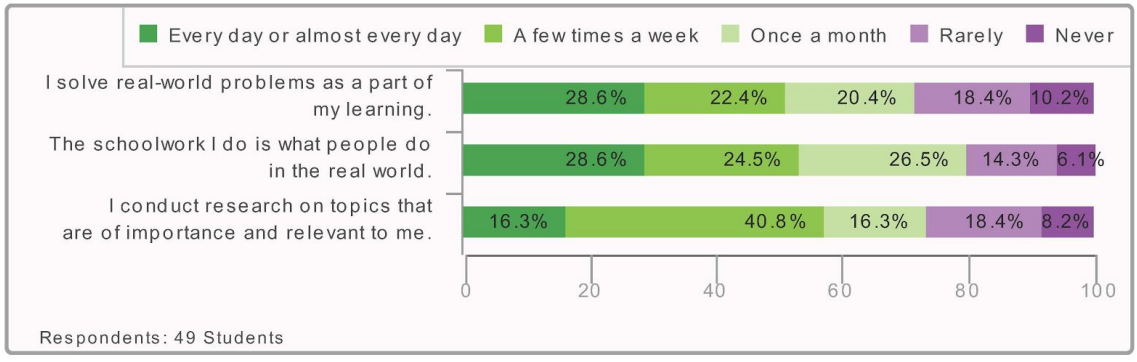




Respondents: 49 Students

Relevant, Real-World Context to Learning

Figure: Students report on the frequency their learning is relevant and real-world.



DIGITAL CITIZENSHIP

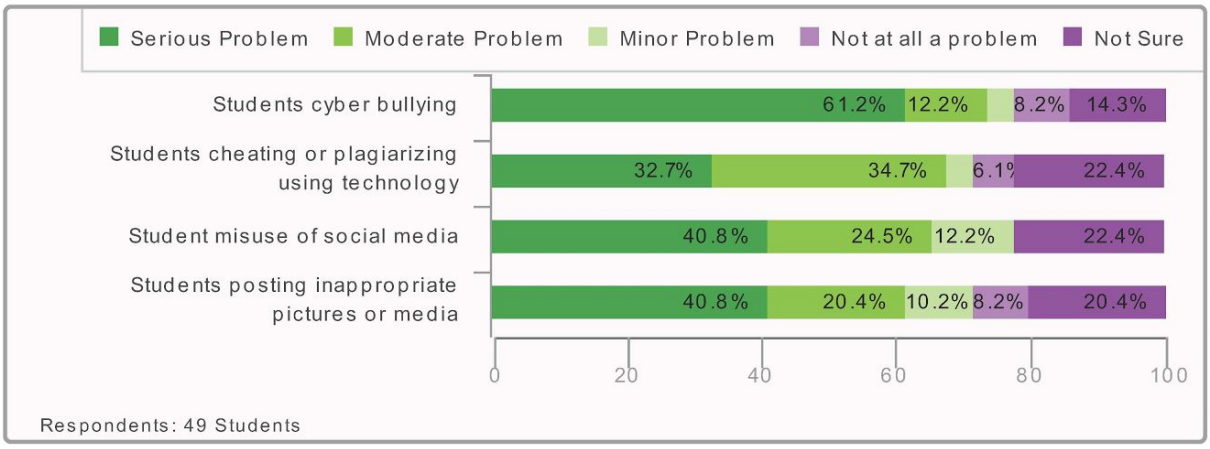
20% of **STUDENTS** say that they sometimes share their passwords.

65% of **STUDENTS** say they have reviewed their school's acceptable use policy (AUP) and they say they understand it.

Respondents: 49 Students

Cyber Issues: Ethics

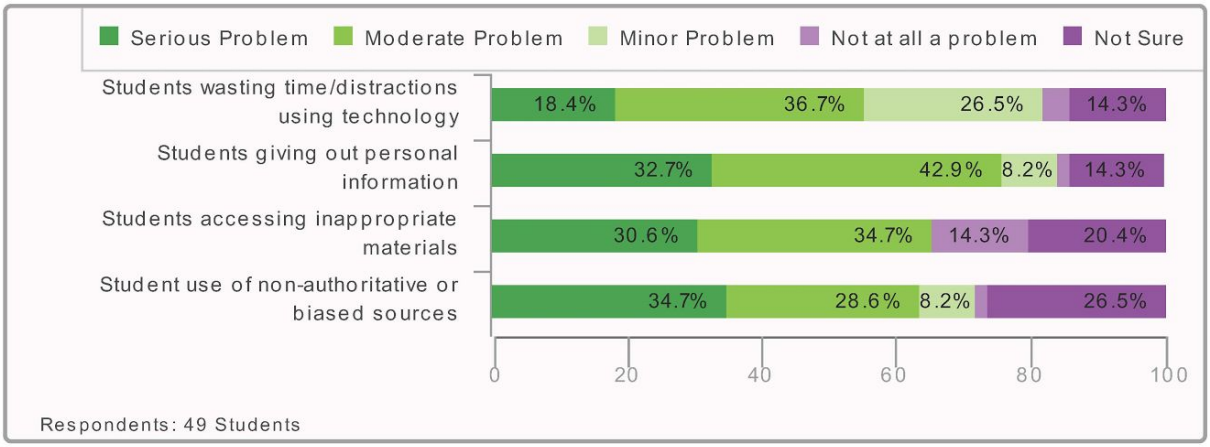
Figure: Students report on the severity of cyber issues in their school related to ethics.



Respondents: 49 Students

Cyber Issues: Online Practices

Figure: Students report on the severity of cyber issues in their school related to online practices.



Respondents: 49 Students

PERSONALIZED LEARNING

67% of **STUDENTS** said that once a topic is introduced, they are able to work on it until they understand it.

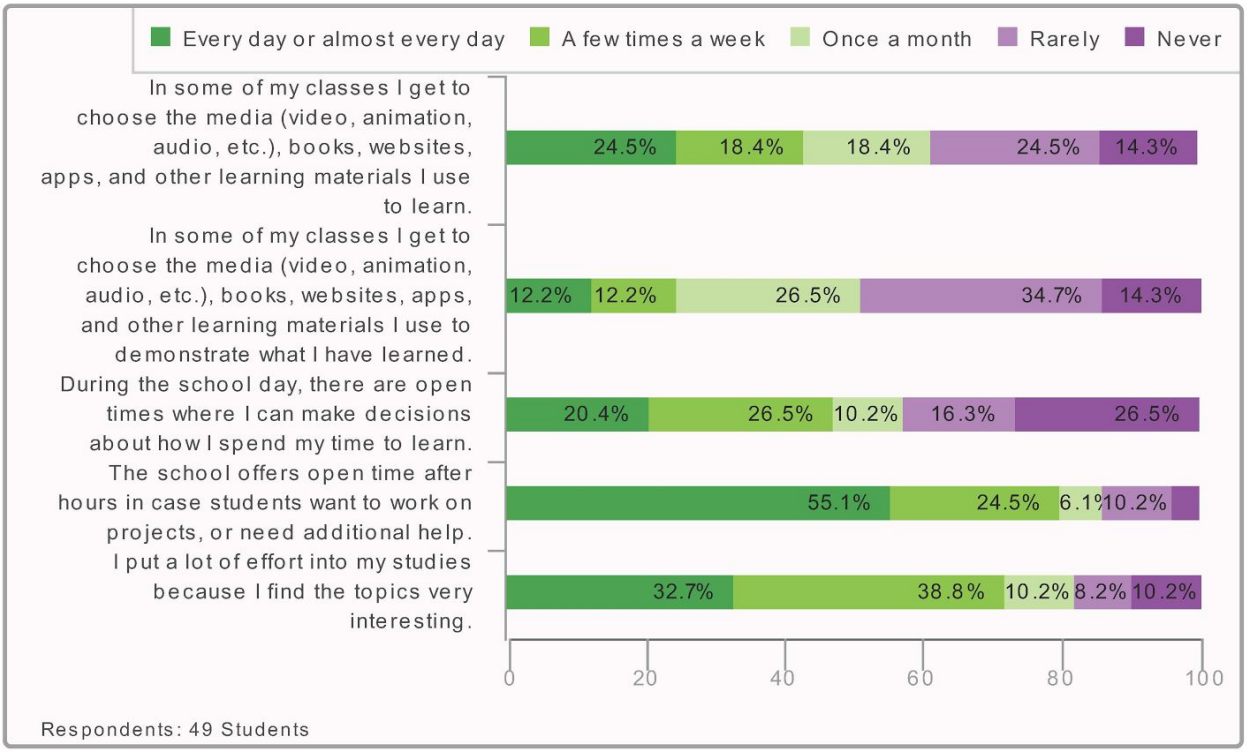
71% of **STUDENTS** said, "I continually review and update my work to improve the quality".

71% of **STUDENTS** said, "I put a lot of effort into my studies because I find the topics very interesting".

Respondents: 49 Students

Personalized Learning – Choice

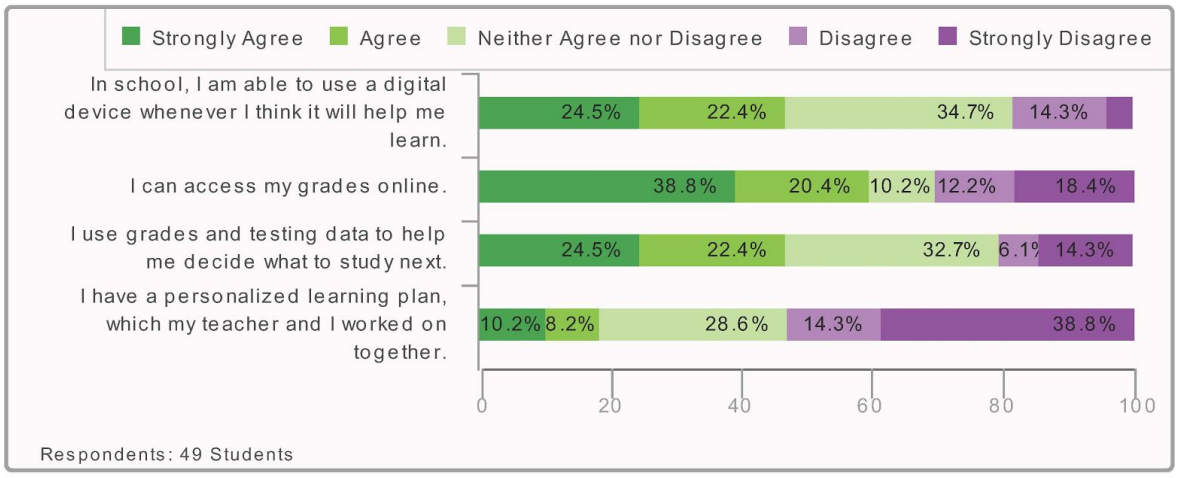
Figure: The frequency that students say they have a choice in how, when, and how deeply they learn.



Respondents: 49 Students

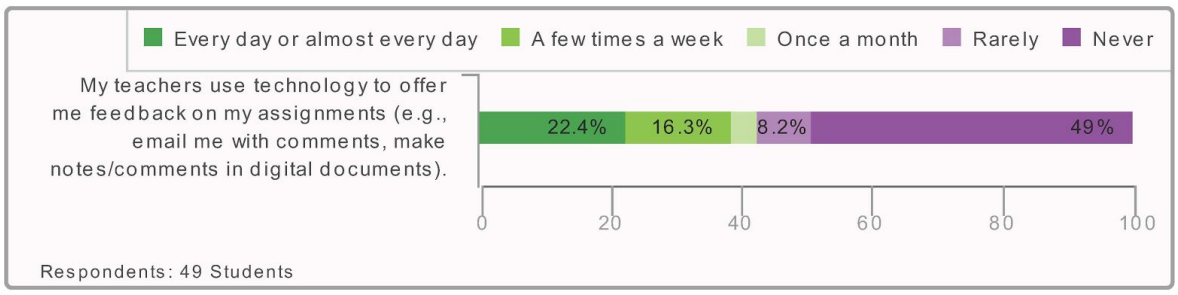
Personalized Learning – Technology

Figure: Students report on the extent to which technology supports their learning.



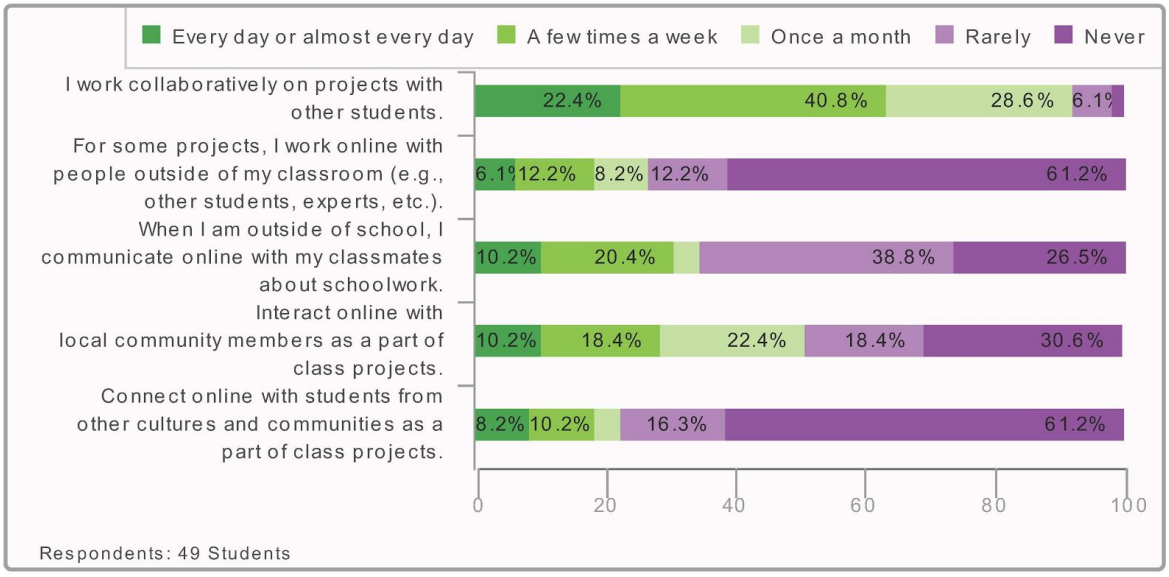
Feedback from Teachers to Students Using Technology

Figure: Students weigh in on how often their teachers use technology to provide them with feedback on assignments.



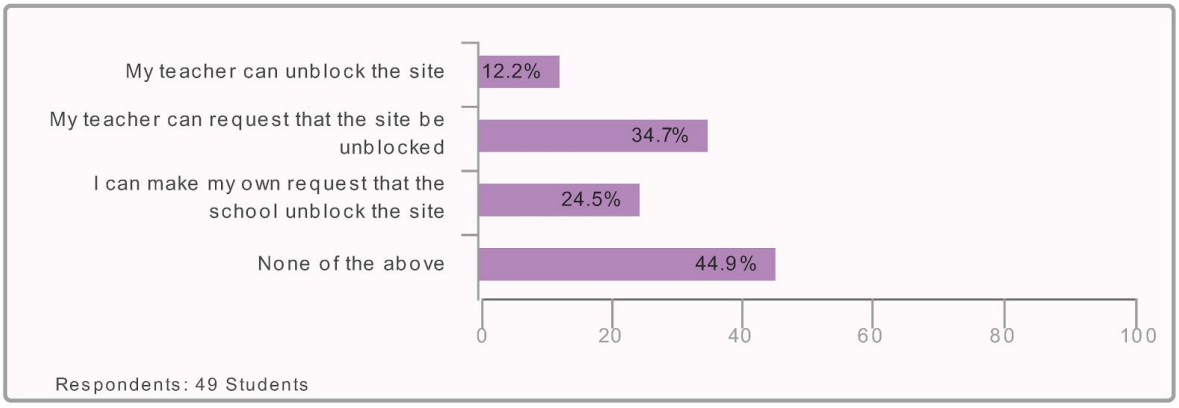
Online Collaboration

Figure: Students report on how often they collaborate online as a part of their learning inside and outside of school.



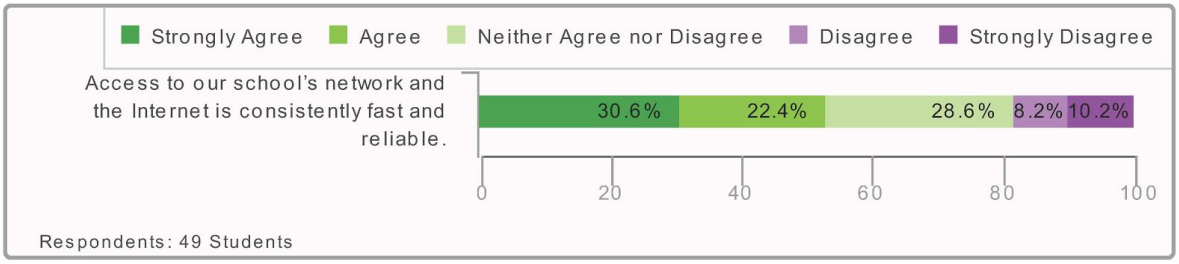
Access to the Internet

Figure: Student perspectives on internet access and filtering.



Technical Support

Figure: Student perspectives on technical support for devices and infrastructure.



Respondents: 49 Students

PARENT/GUARDIAN ACCESS

76% of **STUDENTS** say, "my parents/guardians have access to my online grade, records, and test results".

53% of **STUDENTS** say that, their parents/guardians have access to their class website.

Respondents: 49 Students

Riverton School

Riverton School District

Respondent Group Report: 05/12/2016 - 05/12/2017

Respondent Group Report: Parents/Guardians

PARENT/GUARDIAN SURVEY RESPONSES

Parent/Guardian surveys are important indicators of community support for and understanding of digital learning in classrooms. The following report provides a snapshot of parent/guardian responses from the school.

Each infographic, chart, or table includes a footnote as to the number of parents that responded to the questions. As school officials interpret this report, it will be important to consider whether that number is representative of all parents/guardians in the community.

Respondents: 39 Parents/Guardians

PERCENTAGE OF PARENT/GUARDIAN RESPONDENTS BY GRADE

69% of parent/guardian respondents have students in **GRADES K-6**.

31% of parent/guardian respondents have students in **GRADES 7-8**.

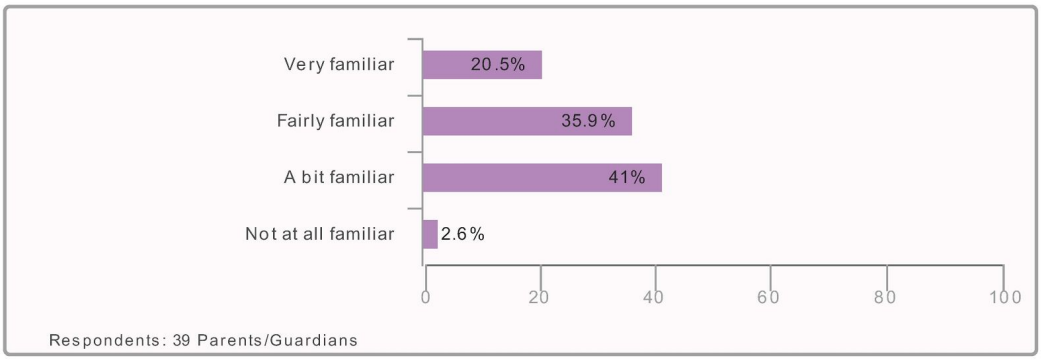
0% of parent/guardian respondents have students in **GRADES 9-10**.

0% of parent/guardian respondents have students in **GRADES 11-12**.

Respondents: 39 Parents/Guardians

Parent's Familiarity with Student's Use of Technology for Learning

Figure: The percentage of parents/guardians indicating their degree of familiarity with their student's experiences in school using technology in support of learning.

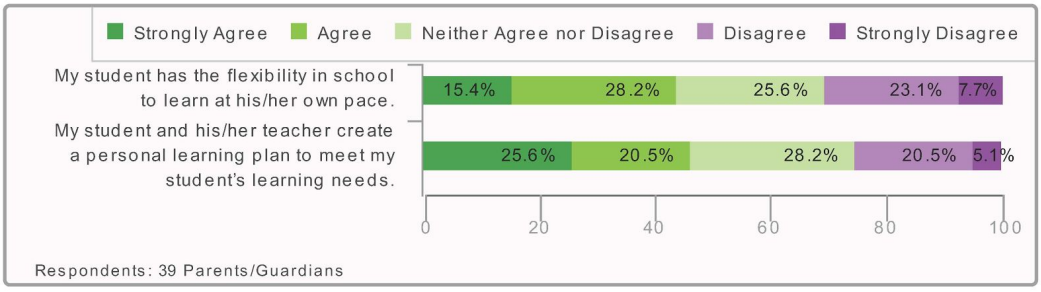


Personalized Learning

To what extent are parents/guardians seeing that their student's learning is personalized?

Technology, Relevancy, and Real-World Connections

Figure: The percentage of parents/guardians indicating their agreement with the following statements on relevancy and real-world connections.

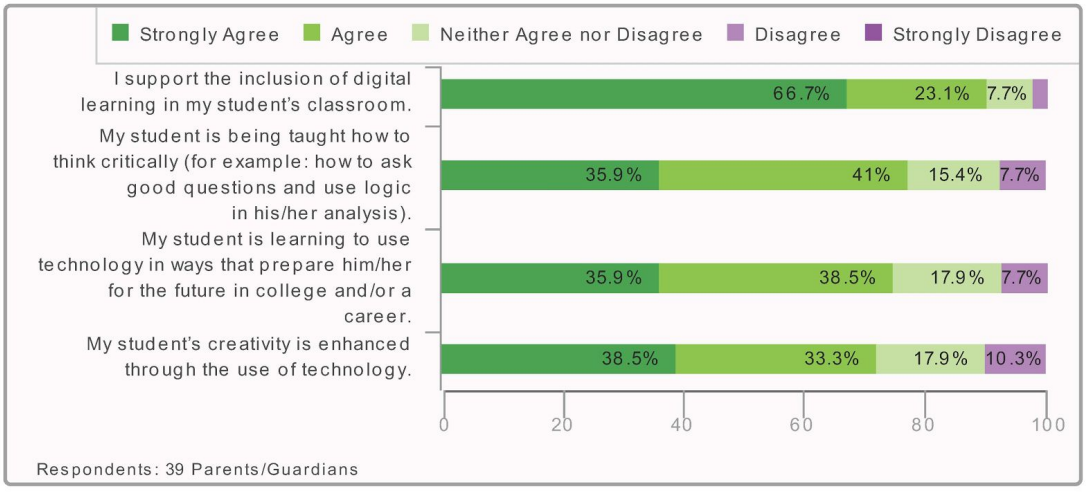


Parental/Guardian Perceptions of the Value of Technology in Learning

To what extent do parents think technology enhances student learning, student engagement, and relevancy to the real world?

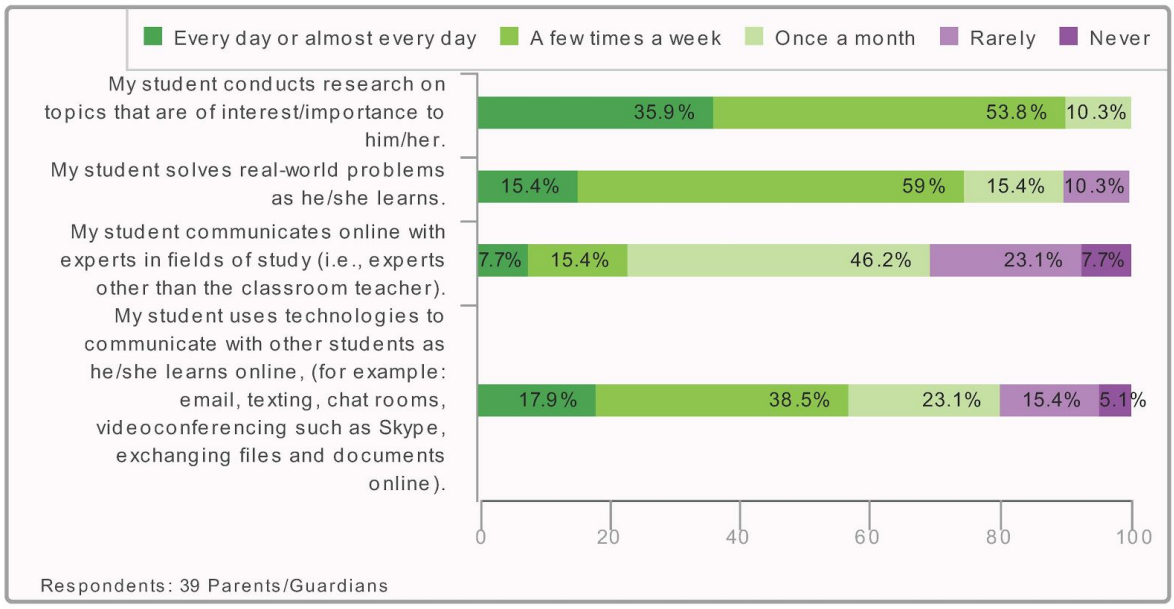
Digital, 21st Century Learning

Figure: The percentage of parents/guardians who indicated their level of agreement with the following statements.



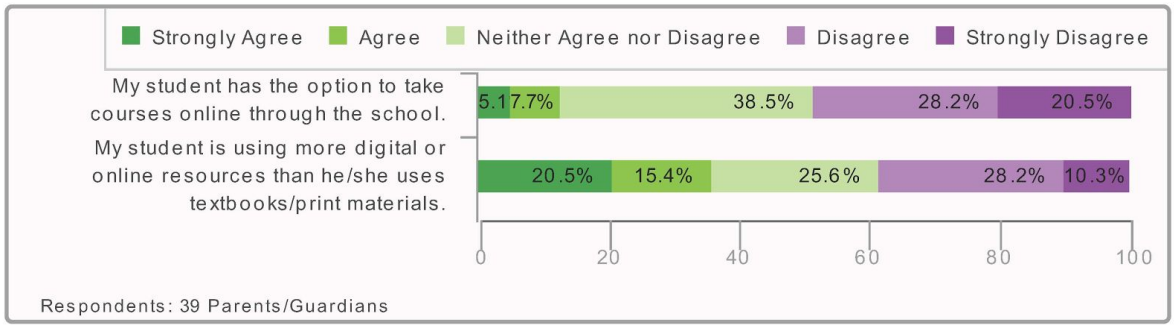
Technology and Relevancy of Learning

Figure: The percentage of parents/guardians indicating their agreement with the following statements on relevancy and real-world connections.



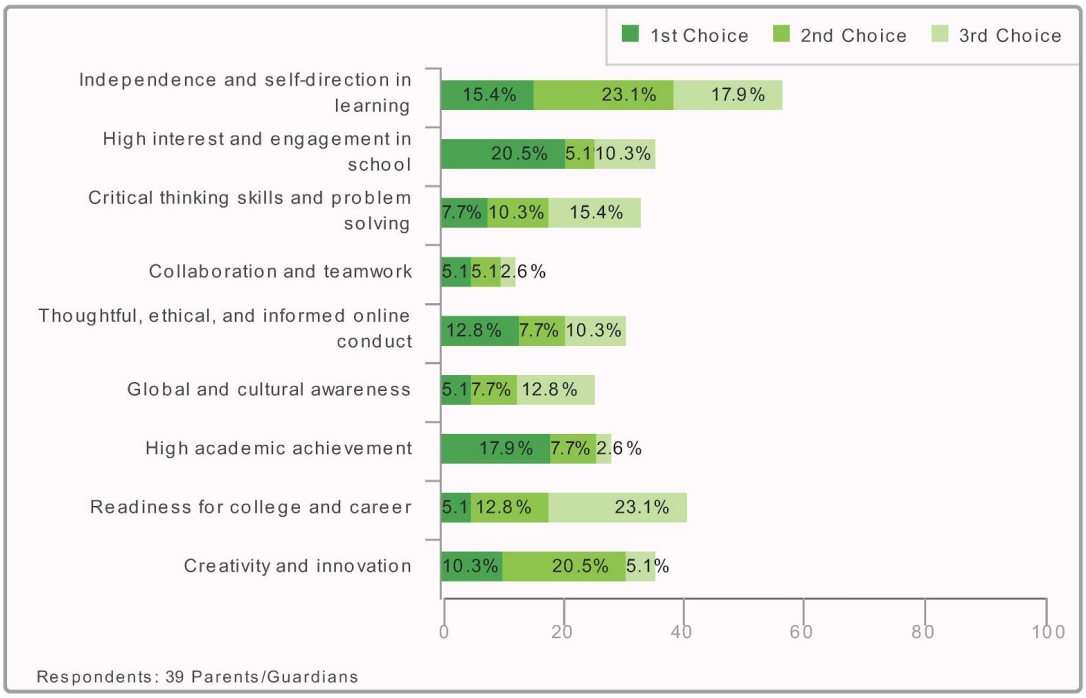
Online, Blended, and Digital Learning

Figure: The percentage of parents/guardians indicating their agreement with the following statements on relevancy and real-world connections.



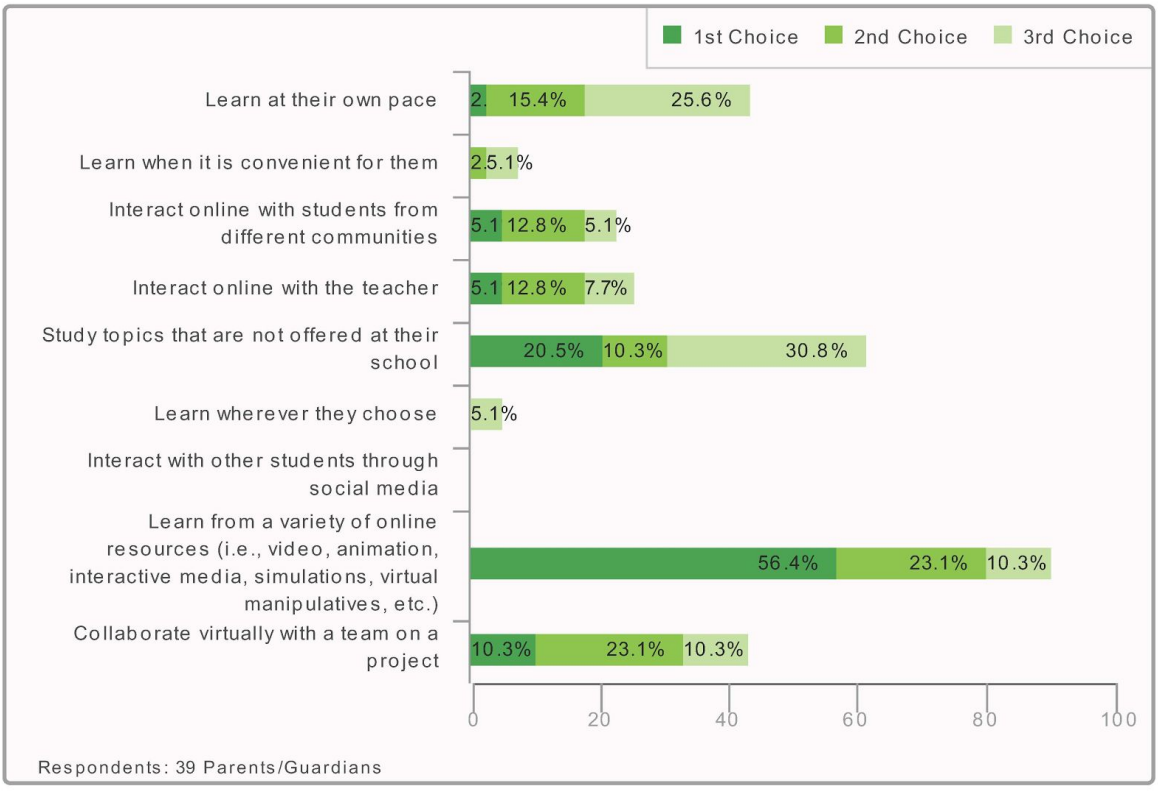
Top 3 Student Outcomes

Figure: The ranking by parents/guardians as to the top 3 potential student outcomes from the use of technology in learning.



Top 3 Ways Technology Should Be Used to Increase Learning

Figure: The ranking by parents/guardians as to the top 3 ways that technology should be used by students to increase learning.

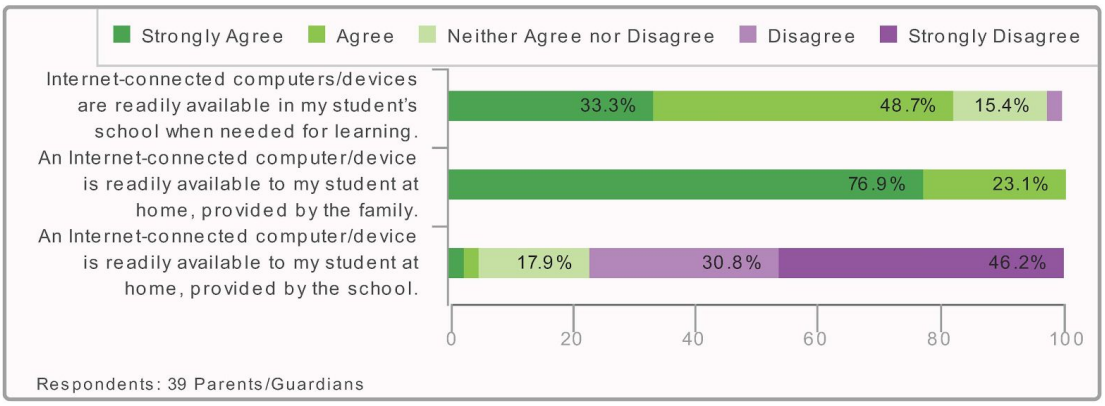


Home and Community Access

What type of home and community access do students have? Who provides it?

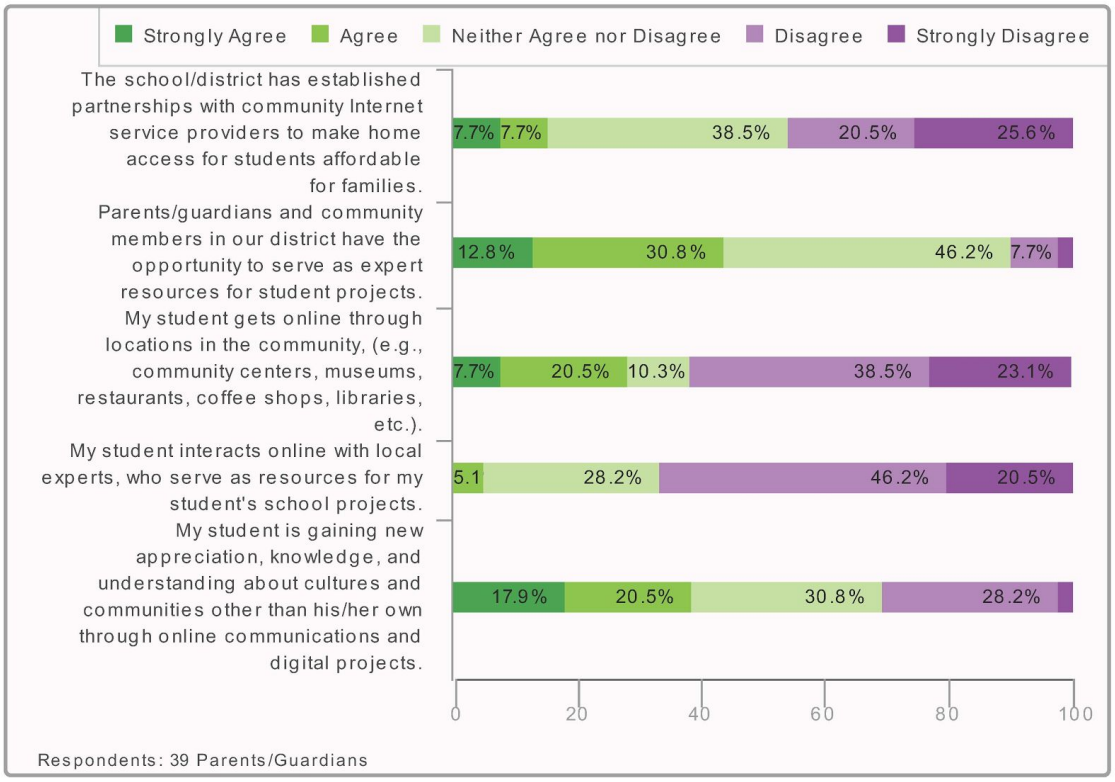
Home Access

Figure: The percentage of parents/guardians indicating their agreement with the following statements on home and community access.



Community Access

Figure: The percentage of parents/guardians indicating their agreement with the following statements on community access by their student.

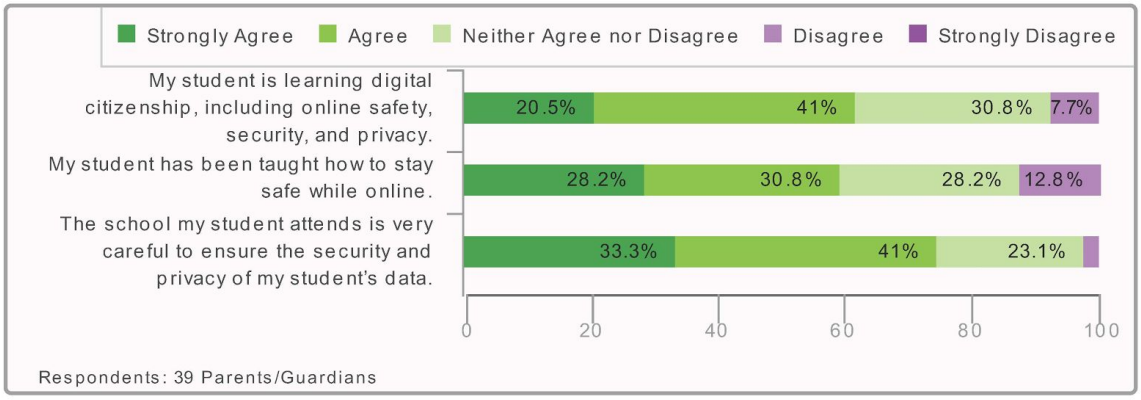


Digital Citizenship

To what extent do parents/guardians think their student is gaining digital citizenship skills?

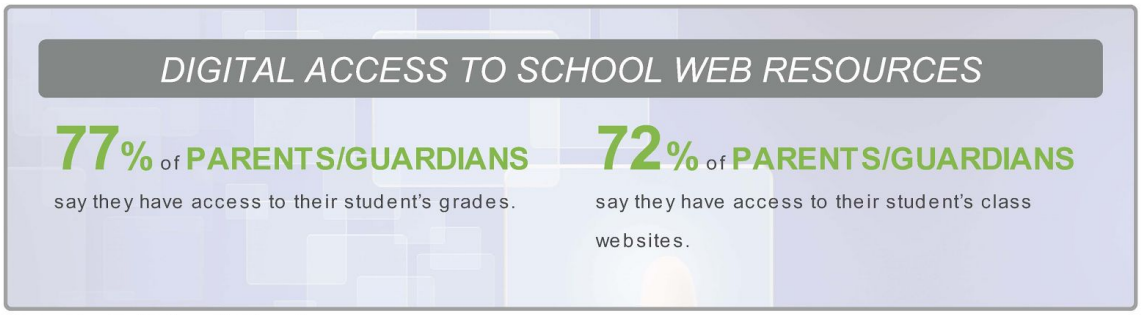
Digital Citizenship

Figure: The percentage of parents/guardians indicating their agreement with the following statements on digital citizenship, privacy, and security.



Parental Access to School Data

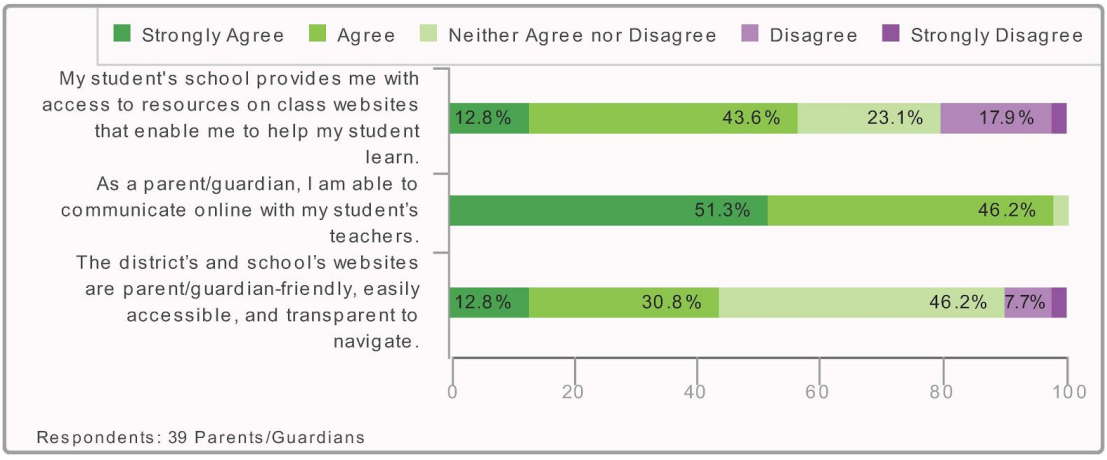
Do parents think their access to their student's data is adequate, easy to navigate, and valuable?



Respondents: 39 Parents/Guardians

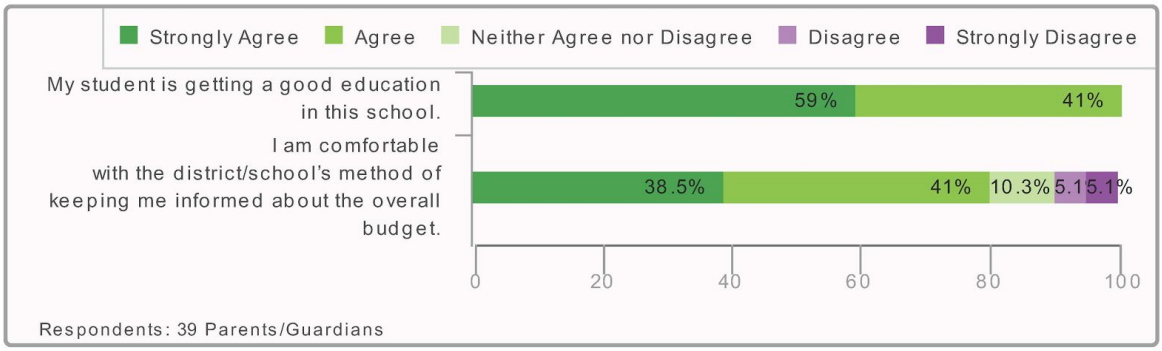
Parental Access to Data and Online Resources

Figure: The percentage of parents/guardians indicating their agreement with the following statements on parental access to student data.



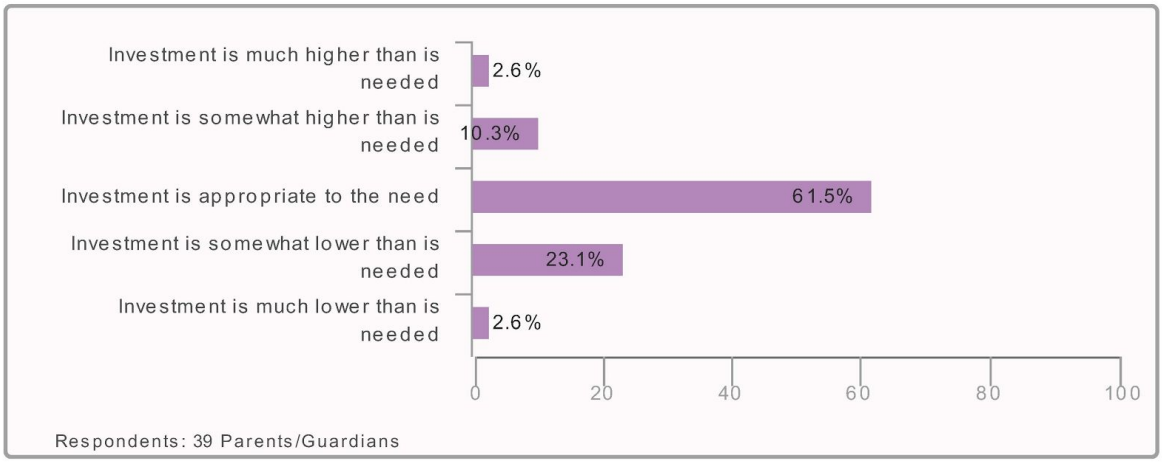
Parent Perspectives

Figure: The percentage of parents/guardians indicating their agreement with the following statements about the school.



Parent Perspectives on School Investments in Technology

Figure: The percentage of parents/guardians expressing their opinion as to the level of financial investment in technology by your school/district.



Riverton School

Riverton School District

Respondent Group Report: 05/12/2016 - 05/12/2017

Respondent Group Report: Teachers

TEACHER SURVEY RESPONSES

With the current national emphasis on student-centered, personalized learning, school communities are creating school cultures, digital learning environments, and digital/blended learning that are quite different from those of the past. Teachers must be collaborative partners in this work. Teacher survey results are important indicators of progress in these transitions, helping schools to identify areas of strength and areas for growth. This report represents your teachers' perspectives on their experience in this school.

Each infographic, chart, or table includes a footnote as to the number of teachers that responded to the questions. The results are organized by the Gears from the Future Ready Framework.

Respondents: 16 Teachers

PERCENTAGE OF TEACHER RESPONDENTS BY GRADE

63% of teacher respondents in **GRADES K-2**.

50% of teacher respondents in **GRADES 3-5**.

50% of teacher respondents in **GRADES 6-8**.

0% of teacher respondents in **GRADES 9-12**.

Respondents: 16 Teachers

Subjects Taught

Table: Percentage of teacher respondents who teach in identified subject areas.

Item	Percent of Respondents
General Elementary (All subjects)	43.8%
Mathematics	12.5%
English Language Arts	12.5%
Science	6.3%
Social Studies	6.3%
Technology	0%
World Languages	0%
Visual and Performing Arts	12.5%
Computer Science	0%
Comprehensive Health and Physical Education	6.3%
21st Century Life and Careers	0%

Respondents: 16 Teachers

Subjects Taught

Table: Percentage of teacher respondents who teach in identified subject areas.

Item	Percent of Respondents
Special Education (Self-contained)	12.5%
General Education	62.5%
General Education (Inclusive environment)	18.8%
ELL / Bilingual	0%
Gifted / Honors / AP	12.5%

Respondents: 16 Teachers

GEAR 1: CURRICULUM, INSTRUCTION, AND ASSESSMENT

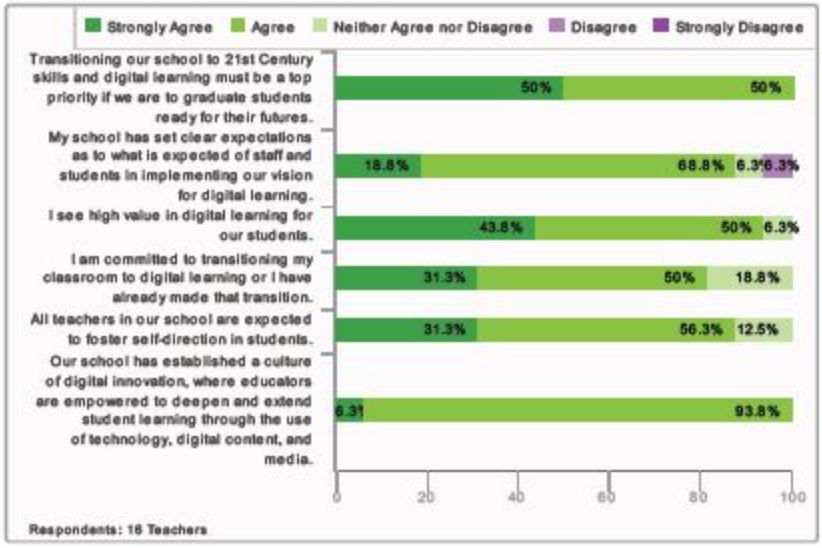
Through a flexible, consistent, and personalized approach to academic content design, instruction, and assessment, teachers with the support of robust and adaptive tools can customize instruction for groups of students or on a student-to-student basis to ensure relevance and deep understanding of complex issues and topics. Providing multiple sources of high-quality academic content offers all students greater opportunities to personalize and reflect on their own work, think critically, and engage frequently to enable deeper understanding of complex topics.

It is the learning needs of students that drive decisions related to technology, social media, and infrastructure. In this system, data and research are the building blocks of diagnostic, formative, and summative assessments—all of which are key elements in a system where learning is personalized, individualized, or differentiated to ensure learner success. Students and education professionals have access to up-to-date devices and high-speed broadband 24-hours-per day, 7-days-per-week (24/7).

Respondents: 16 Teachers

Innovation in Digital Learning

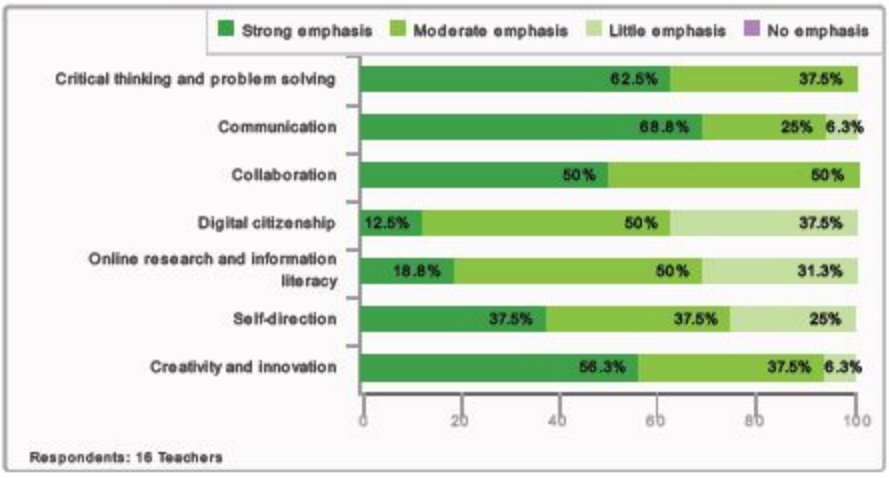
Figure: The percentage of teachers agreement with each statement.



Respondents: 16 Teachers

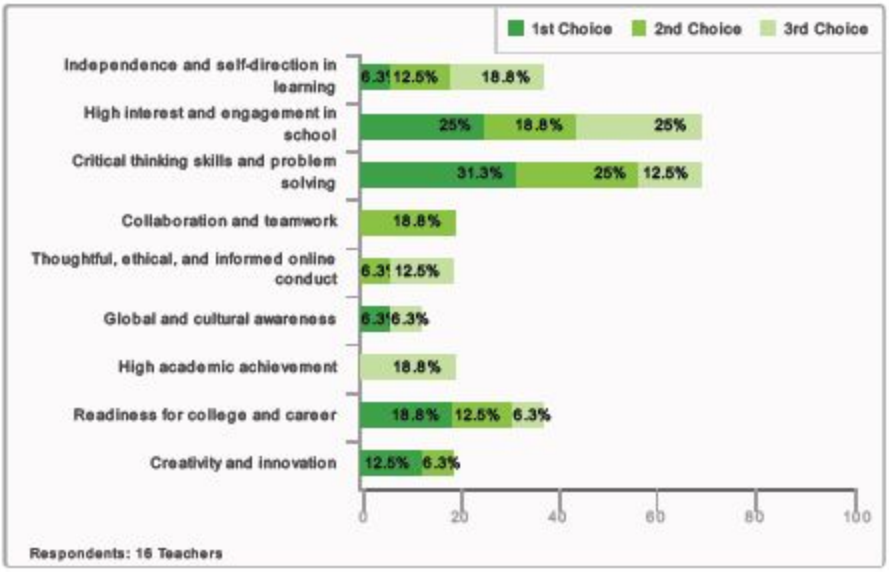
21st Century Learning

Figure: Level of emphasis teachers place on 21st Century skills.



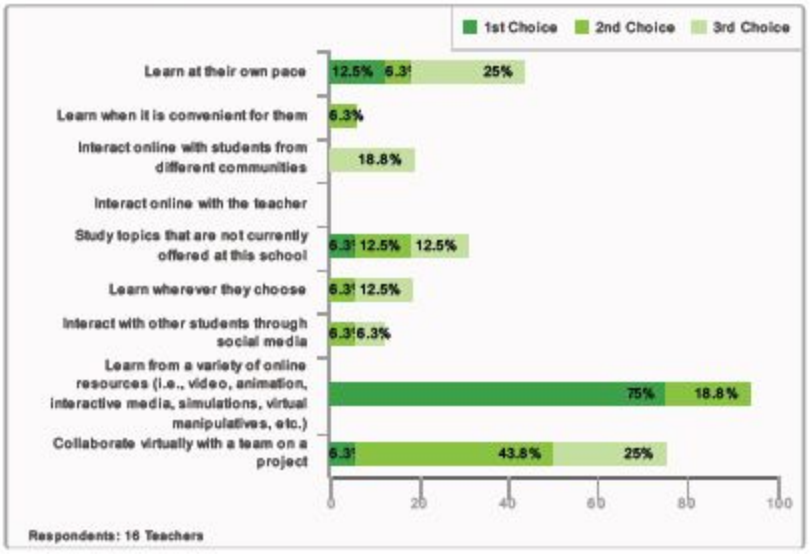
Potential Student Outcomes for Technology Use

Figure: Percentage of teachers who ranked their top 3 potential student outcomes for technology use in their schools.



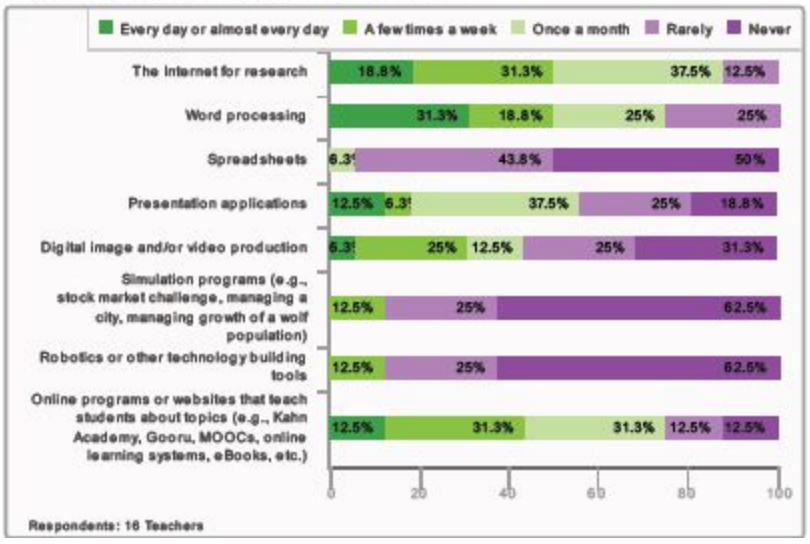
Recommended Use

Figure: Percentage of teachers who included their top 3 ways that students should use technology in their schools.



Digital Tools

Figure: The frequency with which teachers use various digital tools with students.



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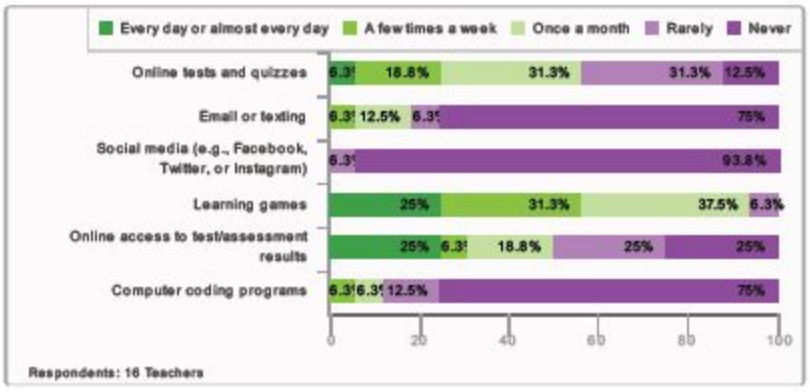
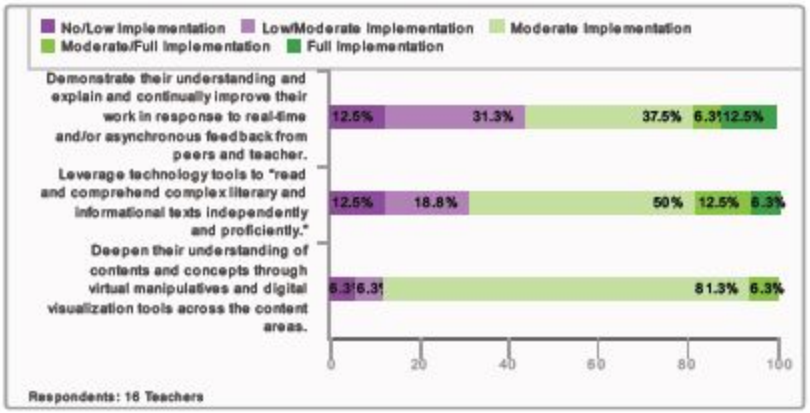


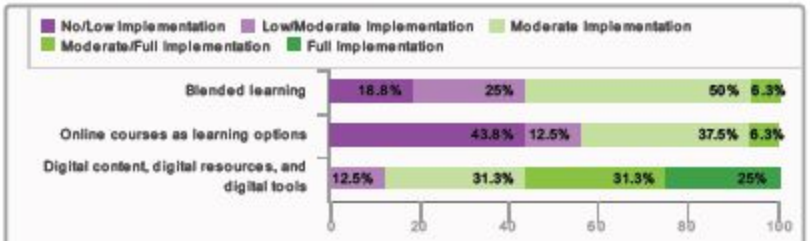
Student Leveraging Technology for Learning

Figure: Percentage of teachers reporting on degree to which students leverage technology for learning.



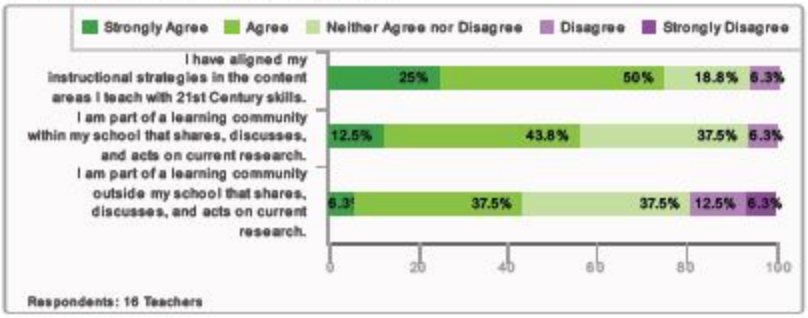
Online and Blended Learning

Figure: Teachers report on implementation of online and blended learning.



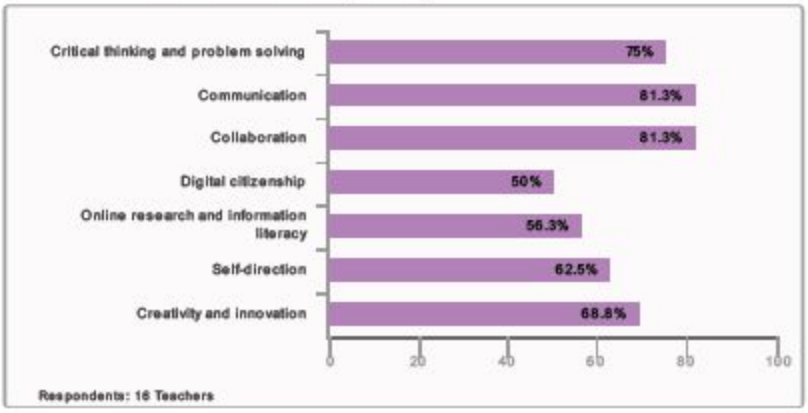
Research and Integration

Figure: Teachers' levels of agreement with the following statements.



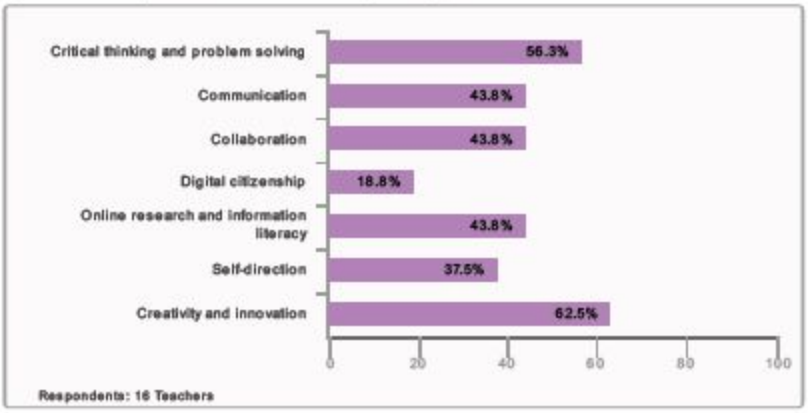
Classroom Observation of 21st Century Skills

Figure: Teachers' use of classroom observation in assessing 21st Century skills.



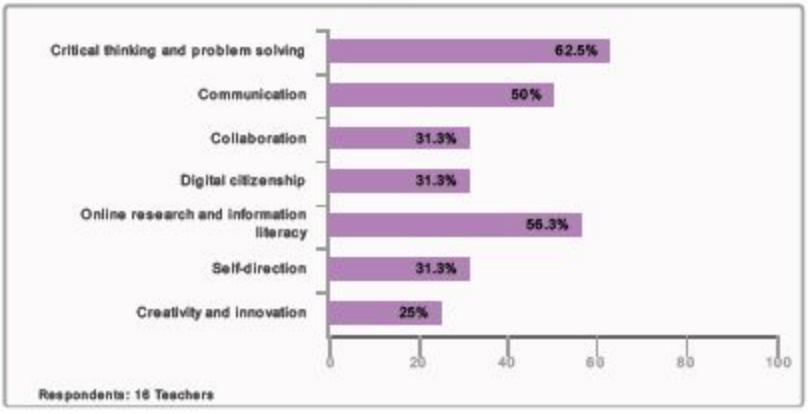
Classroom Performance Assessment of 21st Century Skills

Figure: Teachers' use of performance assessment in assessing 21st Century skills.



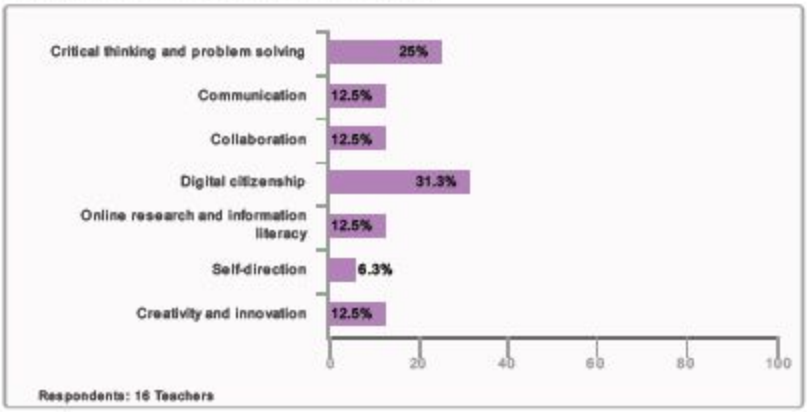
Embedded in Curricular Assessment

Figure: 21st Century skills assessment embedded in curricular assessment.



District/School Assessment of 21st Century Skills

Figure: Teachers' use of district/school assessment of 21st Century skills.



Respondents: 16 Teachers

GEAR 2: USE OF TIME

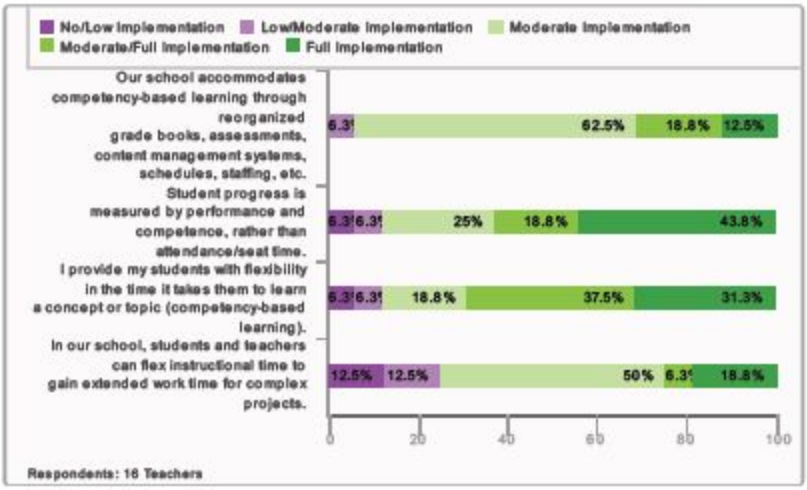
Student-centered learning requires flexibility and adaptability in the use of instructional time. Many schools are shifting away from Carnegie units to competency-based and personalized learning. Competency-based learning holds fixed the content and processes that the student needs to learn, but allows variability in the time each student takes to reach mastery. Personalized learning is student-centric, empowering students to have a significant degree of control and choice in what, when, and how they learn.

Both adapt the learning to meet the needs of the learner, and both require innovative uses of technology to bring these concepts to scale. The technologies enable educators to transition classrooms to competency-based or personalized learning through: anywhere, anytime learning; diagnostic, formative and summative assessments; the management of learning; and the engagement of all students in learning, cognitively and emotionally. Such transitions require districts and schools to rethink and effectively leverage the use of instructional time.

Respondents: 16 Teachers

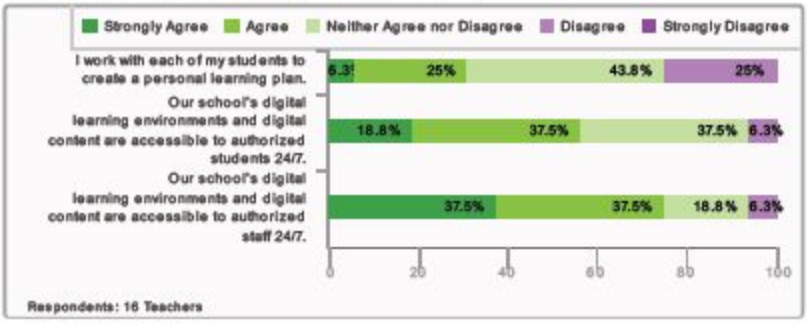
Flexibility and Adaptability

Figure: Teachers report on the progress they and their school are making in implementing elements of personalized learning.



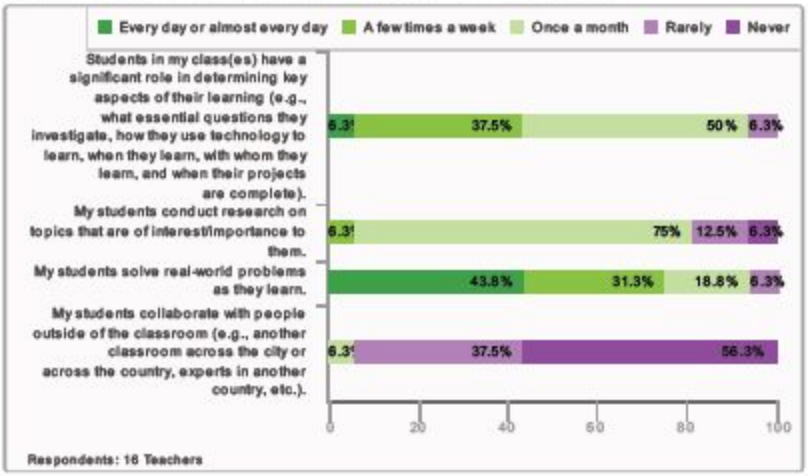
The School Supports and Enables Personalized Learning

Figure: Teachers' levels of agreement on support systems for personalized learning.



Student Role in Learning

Figure: Teachers report on how frequently the following statements are accurate reflections of their classroom.



Respondents: 16 Teachers

GEAR 3: TECHNOLOGY, NETWORKS, AND HARDWARE

When employed as part of a comprehensive educational strategy, the effective use of technology provides tools, resources, data, and supportive systems that increase learning opportunities and promote efficiency and effectiveness. Many such environments use universal design for learning (UDL) specifications to enable anytime, anywhere learning for all students.

Instructional approaches are based on competency and mastery. Within these environments, caring adults ensure that each student succeeds. High quality, high-speed technology and infrastructure systems within a school district and in each school are essential, however, the learning needs of students drive all decisions related to technology.

Respondents: 16 Teachers

LEADERSHIP IN DIGITAL LEARNING

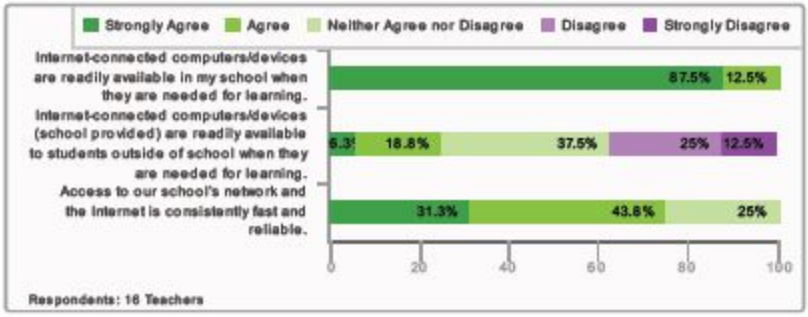
56% of **TEACHERS** who agree with the statement at the right.

Our district "leads with the why," (i.e., acknowledges that instructional use is the primary driver in determining current and future requirements for bandwidth and technology infrastructure).

Respondents: 16 Teachers

Access to Devices

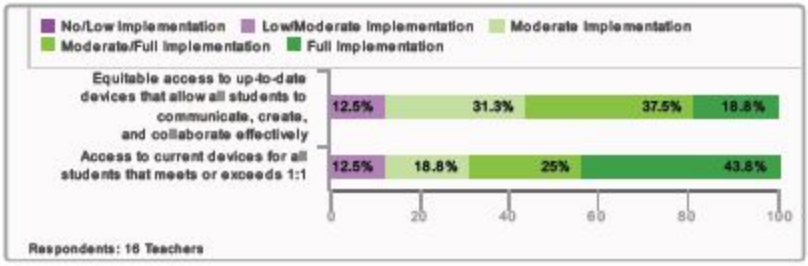
Figure: Teachers weigh in on student access to devices and bandwidth



Respondents: 16 Teachers

Access to Devices

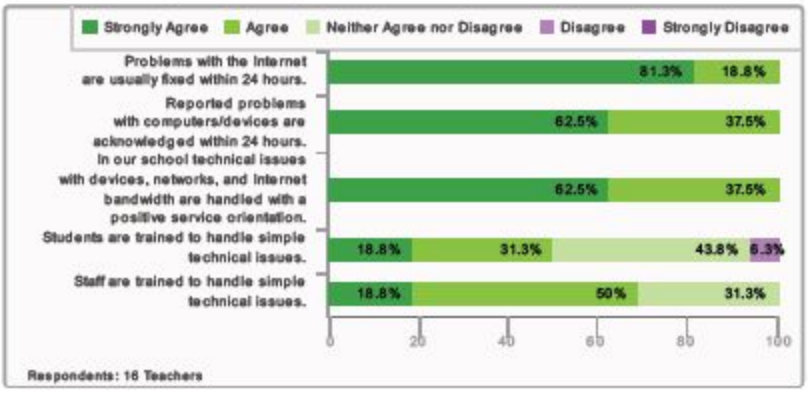
Figure: Teachers weigh in on student access to devices and bandwidth



Respondents: 16 Teachers

Technical Support

Figure: Teachers' levels of agreement to the following statements.



Respondents: 16 Teachers

GEAR 4: PRIVACY AND SECURITY

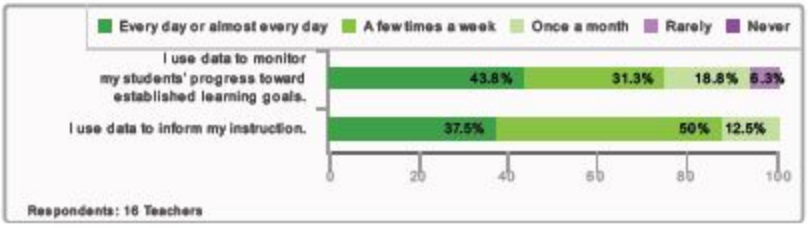
Data, privacy, and security are foundational elements of digital learning. A personalized, learner-centered environment uses technology to collect, analyze, organize, and access data to improve the effectiveness and efficiency of learning. The district ensures that sound data, privacy, and security policies, procedures, and practices are in place and adhered to at the district, school, classroom, and student levels.

The district and school based policies and procedures on the guidelines from TRAx statutes include the Family Educational Rights and Privacy Act (FERPA), the Child Internet Protection Act (CIPA), and the Children's Online Privacy Protection Act (COPPA).

Respondents: 16 Teachers

Data to Inform Teaching and Learning

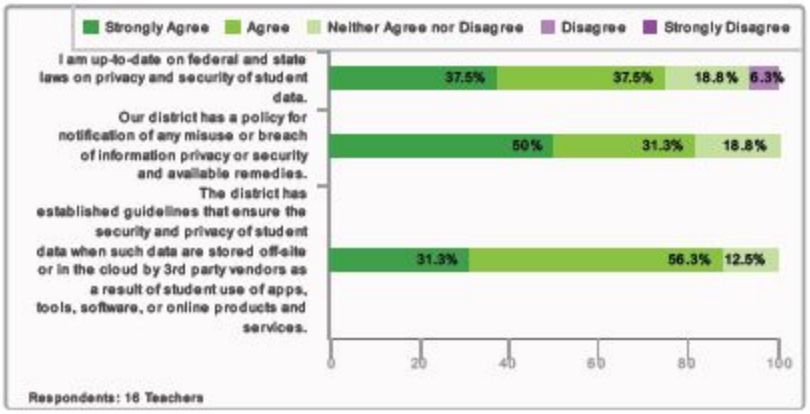
Figure: Teachers weigh in on the use of data in teaching and learning.



Respondents: 16 Teachers

Data Policy

Figure: Teachers' perspectives on data and security policies.



Respondents: 16 Teachers

DATA INFORMS DECISION MAKING

75% of **TEACHERS** say they have access to a digital environment in my school through which I access, collect, analyze, manage, and integrate multiple data sets to inform learning and teaching decisions.

Overall, **TEACHERS** say that evidence-based decision making in their school **IS MODERATELY INFORMED** by reliable and valid data and research.

Respondents: 16 Teachers

GEAR 5: COMMUNITY PARTNERSHIPS

Community partnerships include the formal and informal connections with local and global communities. Such partnerships take the form of collaborative projects, establishing relationships that advance the school's learning goals.

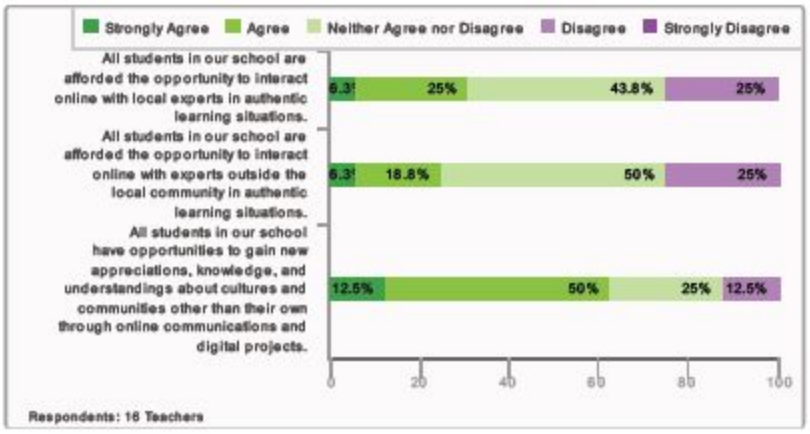
Digital communications, online communities, social media, and digital learning environments often serve as connectors for these partnerships.

Respondents: 16 Teachers

Community partnerships can contribute greatly to the authenticity of student learning. This section gets the teacher perspective on such opportunities, including cultural and global connections. As students connect with persons and resources outside the school, filtering systems will be important to protect their privacy and security, without restricting access to appropriate connections.

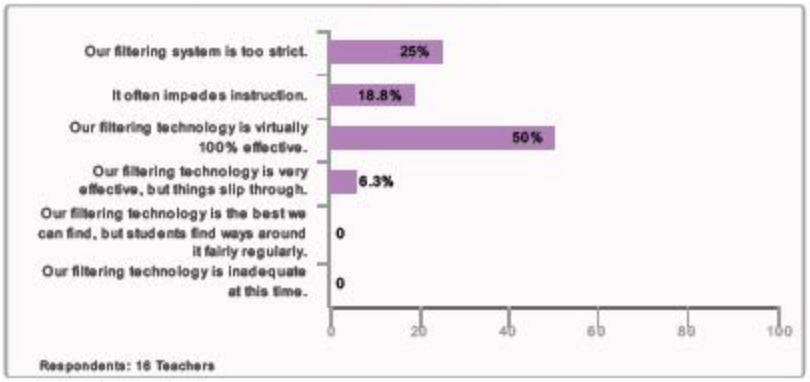
Students Connect with Experts Online

Figure: Teachers weigh in on the extent to which students in their schools are afforded opportunities to connect online with persons outside the school.



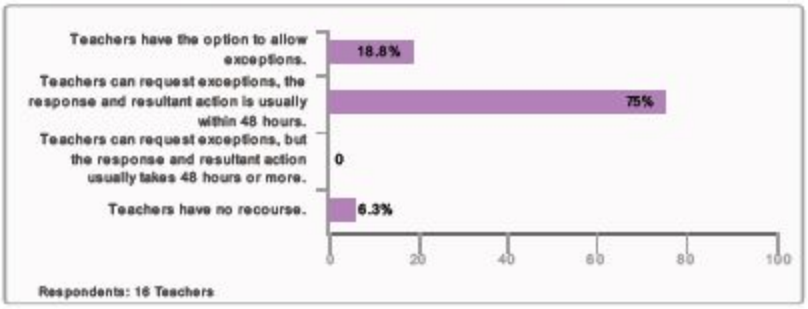
Effectiveness of Filtering Systems

Figure: Teachers describe the effectiveness of the Internet filtering system in their schools.



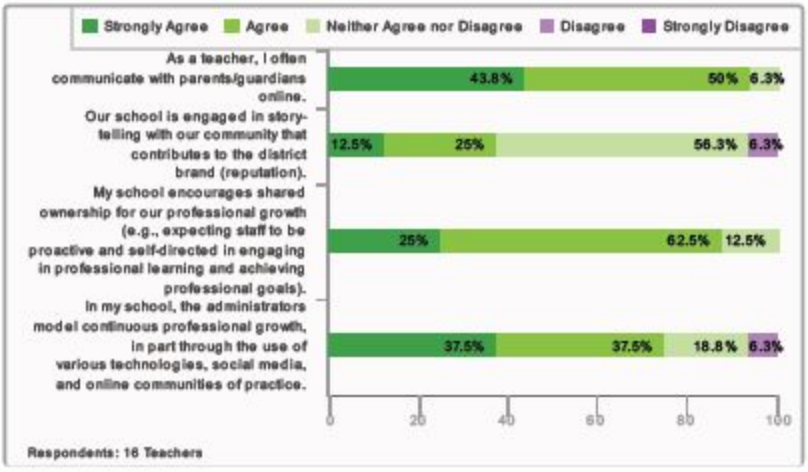
Filtering Restrictions

Figure: Teachers describe what recourse they have if an appropriate resource is inadvertently blocked.



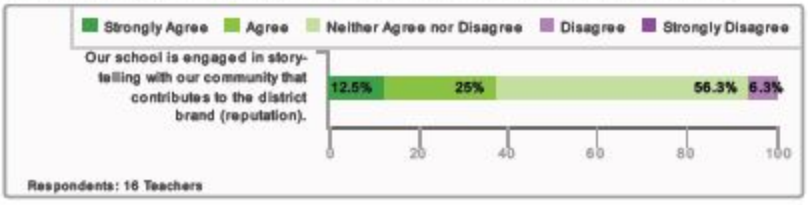
Parent/Guardian-Teacher Communication

Figure: Teachers report the extent to which they agree with the following statements.



School Brand

Figure: Teachers report on the extent to which the school contributes to the brand through storytelling with the local community.



GEAR 6: PROFESSIONAL LEARNING

Technology and digital learning can increase professional learning opportunities by expanding local and global access to high-quality, ongoing, job-embedded opportunities for professional growth for teachers, administrators, and other education professionals. Such opportunities ultimately lead to improvements in student success and create broader understanding of the skills that comprise success in a digital age. Digital professional learning communities, peer-to-peer lesson sharing, and better use of data and formative assessment, combined with less emphasis on "sit and get" professional development sessions eliminate the confines of geography and time.

These ever-increasing resources offer teachers and administrators vast new opportunities to collaborate, learn, share, and produce best practices with colleagues in school buildings across the country. Digital leaders establish this type of collaborative culture. They model and are transparent/guardian with their own learning. In addition, educators must be engaged in more collaborative, goal-oriented approaches for the evaluation of their own teaching to serve as a personal model for the experiences that they might bring to all students.

Respondents: 16 Teachers

SHARED OWNERSHIP OF PROFESSIONAL LEARNING

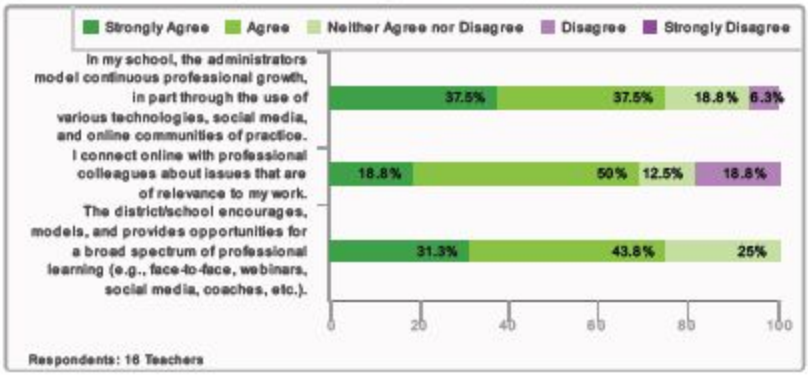
88% of **TEACHERS** agreed or strongly agreed that their school encourages shared ownership for our professional growth (e.g., expecting staff to be proactive and self-directed in engaging in professional learning and achieving professional goals).

69% of **TEACHERS** agreed or strongly agreed that their school supports self-directed, personalized professional learning by providing teachers and other education professionals with multiple ways to demonstrate growth (i.e., documenting professional growth in ways other than seat time).

Respondents: 16 Teachers

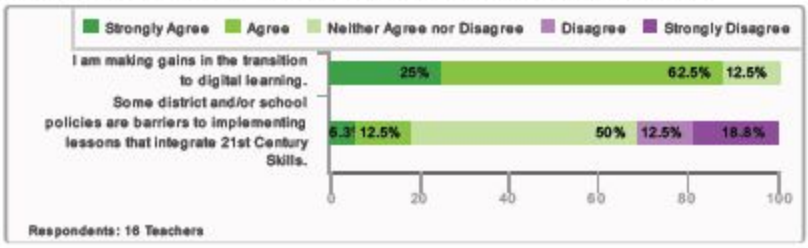
Modeling/Providing Professional Learning

Figure: Teachers indicate their levels of agreement with the following statements related to professional learning



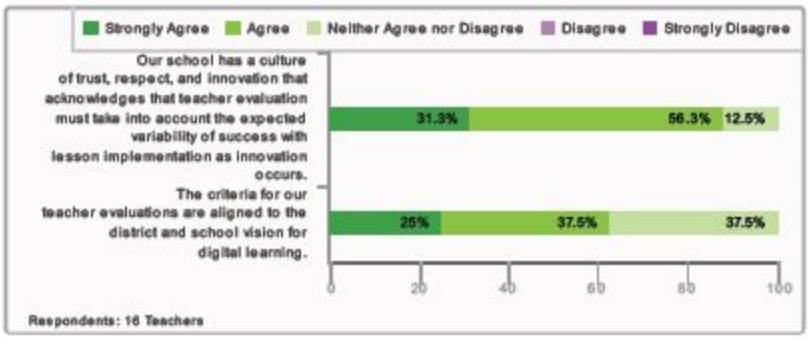
Progress in Digital Learning

Figure: Teachers indicate the extent to which they agree with the following statements on their progress with digital learning.



Innovation, Digital Learning, and Teacher Evaluation

Figure: Teachers indicate the extent to which they agree with the following statements related to digital learning and teacher evaluation.



GEAR 7: BUDGET AND RESOURCES

The transition to digital learning will require strategic short-term and long-term budgeting and leveraging of resources. All budgets at the district and the school levels should be aligned to the new vision, with consistent funding streams for both recurring and non-recurring costs to ensure sustainability.

During the transition to digital learning, district and school leaders should strive for cost-savings and efficiencies through effective uses of technology. The financial model should include the metrics and processes to ensure not only sustainability, but also total cost of ownership and accountability for learning returns on investments.

Respondents: 16 Teachers

GEAR 8: EMPOWERED, INNOVATIVE LEADERSHIP

TRAX is a systemic planning framework around the effective use of and access to technology and digital learning to achieve the goal of "career and college readiness" for all students. While the seven interdependent Future Ready Gears provide a roadmap toward digital learning, success within a district is depended on innovative leadership at all levels. First and foremost, leaders within a district must be empowered to think and act innovatively. they must believe in the district's shared, forward-thinking vision for deeper learning through effective uses of digital, 21st Century technologies.

Critical to their success will be a culture of innovation that builds the capacity of all students, teachers, administrators, parents, and community to work collaboratively toward that preferred future. The policy foundation that results must be coherent with that vision. Unleashed in a culture of vision and empowerment, leaders will have the flexibility and adaptability they require to prepare their students to thrive in the 21st Century. They will collaboratively hold one another accountable against established metrics, using continuous feedback loops to inform change management while leading from the middle.

Respondents: 16 Teachers

SHARED OWNERSHIP OF PROFESSIONAL LEARNING

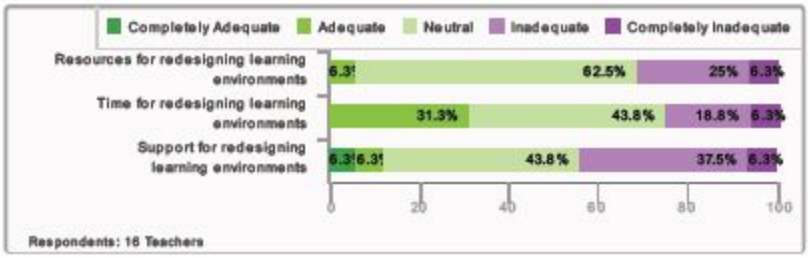
75% of **TEACHERS** agree or strongly agree with the following statement:

"I am empowered as a teacher (or as a member of a teacher team) to innovate and take professional calculated risks as I transform my classroom into a 21st Century learning environment."

Respondents: 16 Teachers

Redesigning Learning Environments

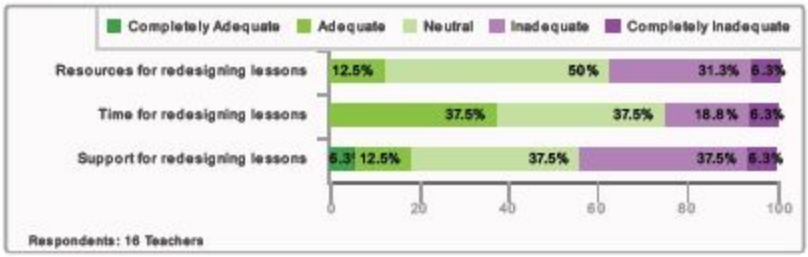
Figure: Teachers report on the adequacy of the resources, support, and time provided them to redesign learning environments for the 21st Century.



Respondents: 16 Teachers

Redesigning Lessons

Figure: Teachers report on the adequacy of the resources, support, and time provided them to redesign lessons/unit plans for the 21st Century.



Respondents: 16 Teachers