Avaxat Elementary Technology Plan

Murrieta Valley Unified School District

Three Year Plan With Annual Review

Updated 1/29/15

Plan Start Year: 2014-2015 School Year

Plan Expiration Date: 2017-2018 School Year

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School History & Description

Avaxat Elementary School, a Title I, California Distinguished School, serves students in Kindergarten through Grade Five. Avaxat, which means cottonwood, opened in 1988 as the second elementary school in the Murrieta Valley Unified School District. Avaxat Elementary is located on the northern side of Murrieta. We currently have 750 students.

We are committed to increasing the integration of technology at our school. We currently have two 32-station computer labs and our third lab will be completed this summer. Each classroom has at least one teacher computer and we have outfitted most classrooms with ELMO presentation stations and projectors. Below is a timeline of our technology purchases:

- August 2006 – 33 computers in 300 Lab
- August 2008 – Replaced 30 classroom teacher stations
- August 2010 – 10 classroom LCD/Elmos
- August 2010 – 33 computers in 400 Lab (swapped with 300 Lab)
- August 2011 – 12 classroom LCD/Elmos
- August 2012 – 5 Classroom LCD/Elmos
- January 2013 – 30 iPads (5 per grade level)
- January 2013 - $1000 Apple app purchased
- August 2013 – 28 Chromebooks (4th grade)
- August 2014 - 33 computers room 203
- October 2014 - 16 Chromebooks (3rd grade)
- October 2014 - 13 Chromebooks (4th grade)
- October 2014 - 30 Chromebooks (5th grade)

Technology Plan Mission Statement

Avaxat Elementary staff will leverage instructional technology to enhance student learning, while providing an extraordinary, standards-based education with an emphasis on cultivating each student's *academic*, *emotional*, and *social* potential.

Technology Plan Vision Statement

In keeping with Avaxat's founding tenets, this technology plan highlights the importance of using instructional technology not merely to enhance classroom content, but rather as a means of transforming student learning evidenced by academic outcomes and collaborative tasks at the highest reaches of mastery. Increased access to technology will greatly assist Avaxat students to this end as we endeavor to "prepare all learners to achieve their dreams."

Existing Resources

Technology Resources	How They Are Being Used
1-5 computers in each classroom	Fasttmath, RAZ Kids, Power Points, ReadAbout, Discovery Education, Learning A to Z, Haiku, iRead, System 44
30 iPads (5 per grade level)	Used for small group instruction within each grade level / UA instruction
(3) computer labs w/ 33 desktops (1) mini-lab 10 desktops	Fasttmath, RAZ Kids, iRead, System 44, SRI, SMI, Readabout, Thinkcentral, Haiku, Edmodo, Discovery Education
16 Chromebooks (Designated to 3rd grade)	Edmodo, Thinkcentral, Google Drive, Symbaloo
39 Chromebooks (Designated to 4th grade)	Edmodo, Thinkcentral, Google Drive, Symbaloo
30 Chromebooks (Designated to 5th grade)	Edmodo, Thinkcentral, Google Drive, Symbaloo
30 classroom presentation stations (LCD projector & ELMO document camera) 7 ceiling-mounted projectors 23 unmounted projectors	Daily lessons, student and teacher presentations, teaching videos
Math 180 Lab with 15 Laptops	Piloting replacement math curriculum in 5th grade.
READ 180 Lab with 7 desktops and 1 teacher computer	Replacement Language Arts Curriculum for 4th and 5th grade

Future Technology Resources

Resources	**How They Will Be Used**
Update or upgrade teacher computers	Increase processing speed and memory to perform new programs and reports
Ensure that each K-2 classroom has 6 desktop computers dedicated to student learning	Fasttmath, RAZ Kids, Power Points, ReadAbout, Discovery Education, Learning A to Z, Haiku, iRead, System 44
Ensure that each 3-5 classroom has 6 desktop computers dedicated to student learning	Fasttmath, RAZ Kids, Power Points, ReadAbout, Discovery Education, Learning A to Z, Haiku, iRead, System 44
Updated presentation station for each computer lab (3)	Presentations and lessons using computer applications.
Ceiling mounted projectors in all classrooms (23 needed)	Projectors are currently on desktops or carts, which pose stability issues, as well as long cords pose safety issues
Retractable display screen put in all rooms with a projector	To allow educators show content while using the Elmo presentation system.
Sound systems installed in 23 more classrooms	Enhances student learning and engagement, especially students with auditory processing issues
iPads (grade level sets of 5 per class)	Small group / UA instruction, various projects, activities and research

Chromebooks (set of 32 for each grade level 3-5)	Project based research, digital collaboration and assessment
Chromebook storage carts (1 per grade level 3-5)	Provide security and mobility for grade level technology
3rd computer lab equipped with 33 computers	Fasttmath, RAZ Kids, iRead, System 44, SRI, SMI, Readabout, Thinkcentral, Haiku, Edmodo, Discovery Education
Headphones with microphones (3 sets of 33 for computer labs)	Enable students to use the audio features within Scholastic software, as well as other programs
3-D printer	STEM-based student projects
Birdbrain robot kits (5)	Coding club: STEM-based student projects
Funding for grade level specific software	A to Z Learning, RAZ Kids, Minecraft, etc.
Staff Development	Ongoing trainings, workshops and support for staff
Apple Apps	Educational apps for iPads
Miscellaneous	Items to replace broken parts, bulbs, headphones, software, etc...

Avaxat Elementary

Technology Action Plan

(3 Year Implementation to be Reviewed Annually)

Year	Goals	Objectives	Resource Allocation
Year 1	Determine stakeholders groups (technology committee), determine needs assessment, schedule staff tech trainings, monitor ongoing tech integration, establish funding	To create and maintain a technology plan based on site needs	Ensure that resources are fairly distributed based on the unique needs of each grade level
Year 2	Utilize new technology, Schedule trainings & workshops, Plan for support through	To initiate technology plan and ensure support is available as needed,	Ensure that resources and support are fairly distributed based on the unique

	PLCs, vertical grade level collaboration, explore other sources of funding, partner with community members and businesses, explore student learning through computer based programs and classroom assessments	To meet quarterly with technology committee to monitor needs assessment and resources for support, launch Haiku staff page to provide support and feedback	needs of each grade level
Year 3	Identify areas for growth, Measure success, Evaluate student learning outcomes, increased engagement to include student production of products	Use staff feedback to identify areas to improvement, evaluate student learning through various programs such as SRI, SMI, Raz Kids, ReadAbout, READ 180, Math 180, iRead, classroom assessments, intervention reports, and Smarter Balanced Testing	Continue to ensure that resources and support are fairly distributed based on the unique needs of each grade level

Outcome On Student Learning

Students will gain exposure to and mastery of the following technology skills in preparation for future college and career endeavors.

- Use of technology terminology
- Responsible and ethical internet research
- Information synthesis
- Uploading and managing documents to a learning platform
- Keyboarding skills
- Logical thinking and problem solving
- Proper computer etiquette
- Use of file commands
- Spreadsheets for charts, graphs, managing data, sorting, classifying
- Powerpoint and other technology based presentation tools
- Electronic communication
- Respect of copyright laws and understanding issues of plagiarism
- Multimedia presentations
- Digital photography
- Understanding of BYOD (bring your own device) and fair use practices

Training and Support

Staff will be trained within grade level PLCs, District trainings, webinars, after school workshops and tech sandboxes at site. Technology will be Common Core based and aligned vertically across grade levels.

- In-class Flipped/Blended learning
- Google Drive: Google docs, sheets, slides, forms
- Continued Haiku trainings
- Continued Common Core trainings using technology
- RAZ Kids-reporting and assessing
- Reading A to Z
- Discovery Education
- SBAC training
- iPad and Chromebook trainings
- Multimedia presentations
- Basic training on computer skills and new programs
- EADMS
- STEM best practices
- Inquiry based and project based learning
- Remind 101

Technology Committee

Avaxat Elementary School

Murrieta Valley Unified School District

David Ciabattini-Principal

Jennifer Counts-Assistant Principal

Ben Wallace-Internet Technology Leader

Jody Barnyak-Internet Technology Collaborator

Technology Plan Review

This technology plan will be adjusted based on site and student needs over a three year period. It will be continuously reviewed and monitored for effective implementation of technology, and adjusted as needed. Maintenance of this technology plan will be the responsibility of the District and current administration, as well as members of the site tech committee.

Assessment

Students will be evaluated through assessment tools such as:

- SMI and SRI program reports
- Multimedia tools: RAZ Kids, MobyMax, Edmodo assessments, Think Central
- Outcome based project learning aligned with Common Core
- Proficient use of multimedia applications (e.g, Google Drive Suite: Google Docs, Slides, Sheets.)
- Smarter Balanced Assessment Consortium (SBAC) This is a state led consortium that develops next generation assessments, which will accurately measure student progress toward college and career readiness.

Using assessment results, teachers will be better equipped to assist students in developing strengthened problem solving skills and greater depth of knowledge as

related to content areas.

Digital Literacy and Technology Skills to Support the California Common Core State Standards

Digital Literacy Categories	Technology Skills	Grades K-2	Grades 3-5
1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and creativity	Basic Operations	1. Demonstrate beginning steps in using available hardware and application (e.g., turn on a computer, launch a program, use a pointing device such as a mouse). 2. Explain that icons are symbols used to signify a command , file, or application. 3. Identify, locate, and use letters, numbers, and special keys on the keyboard. 4. Recognize the functions of basic file menu commands (e.g., New, Open, Close, Save, Print).	1. Demonstrate basic steps in using available hardware and applications (e.g., log into a computer, connect/disconnect peripherals, upload files from peripherals). 2. Select a printer, use print preview, and print a document with the appropriate setup and operation. 3. Use various operating system features (e.g., open more than one application/program, work with menus, use the taskbar/dock). 4.Demonstrate intermediate keyboarding skills and

			proper keyboarding techniques
	Word Processing and Desktop Publishing	5. Use a word processing application to write, edit, print, and save simple assignments 6. Insert and size a graphic in a word processing document	5. Use menu/tool bar functions in a word processing program (i.e., font size/style, line spacing, margins) to format, edit, and print a document. 6. Copy and paste text and images within a document, as well as from one document to another. 7. Proofread and edit writing using appropriate resources (e.g., dictionary, spell checker, grammar resources).

	Database	7. Explain that computers can store and organize information so that it can be searched. 8. Use a simple computer graphing application to display data.	8. Define the term “database” and provide examples from everyday life (e.g., library catalogues, school records, telephone directories). 9. Define terms related to databases, such as “record,” “field,” and “search.” 10. Do simple searches of existing databases (e.g., online library catalog, electronic encyclopedia).
	Spreadsheet (Tables/Charts and Graphics)		11. Demonstrate an understanding as a spreadsheet as a tool to record, organize, and graph information. 12. Identitfy and explain

			terms and concepts related to spreadsheets (i.e., cell, column, row, values, tables, charts, graphs). 13. Enter/edit data in spreadsheet and perform calculations using simple formulas, observing the changes that occur.
	Internet, Networking & Online Communication	9. Explain that the internet links computers around the world, allowing people to access information and communicate. 10. Demonstrate the ability to use tools in paintings and/or drawing programs.	14. Explain and use age appropriate online tools and resources. 15. Save, retrieve, and delete electronic files on a hard drive or school network. 16. Explain terms related to the use of networks (e.g., username, password, network, file server). 17. Identify and use terms related to the internet (e.g., Web browser, URL, keyword, World Wide Web, search engine, links). 18. Use age appropriate internet based search engines to locate and extract information, selecting appropriate key words.

	Multimedia & Presentation Tools		19. Create, edit, and format text on a slide. 20. Create a series of slides and organize them to present research or convey an idea. 21. Copy and paste or

			import graphics; change their size and position on a slide. 22. Use painting and drawing applications to create and edit work.
2. Demonstrate the responsible use of technology & an understanding of ethics and safety issues in using electronic media at home, in school, and in society.	Ethics	1. Follow classroom rules for the responsible use of computers, peripheral devices, and resources. 2. Explain the importance of giving credit to media creators when using their work in student projects.	1. Explain and demonstrate compliance with school rules (Acceptable Use Policy) regarding responsible use of computers and networks. 2. Explain reasonable uses of technology and digital information; describe possible consequences of inappropriate use. 3. Explain Fair Use Guidelines for the use of copyrighted materials (e.g., text, images,, music, video) in student projects.
	Classroom and Society	3. Explain why there are rules for using technology at home and at school. 4. Identify the purpose of a media message (to inform, persuade, and entertain). 5. Describe how people use many types of technology in their daily lives.	4. Identify ways technology is used in the workplace and in society. 5. Work collaboratively online with other students with teacher supervision. 6. Analyze media messages and determine if their purpose is to inform, persuade, and entertain 7. Explain that some Web sites and search engines may include sponsored commercial links. 8. Explain how

			hardware and applications can enable people with disabilities to learn.

	Health and Safety	6. follow the school rules for safe and ethical internet use. (Use of internet in this grade span is determined by district policy.) 7. Demonstrate knowledge of ergonomics and electrical safety when using computers. 8. Explain that a password helps to protect the privacy of information.	9. Recognize and describe the potential risks and dangers associated with various forms of online communications. 10. Identify and explain the strategies used for the safe and efficient use of computers (e.g., passwords, virus protection software, spam filters, popup blockers). 11. Demonstrate safe email practices, recognition of the potentially public exposure of email and appropriate email etiquette (if the district allows student email use). 12. Identify cyber bullying and describe strategies to deal with such a situation. 13. Recognize and demonstrate ergonomically sound and safe use of equipment.
3. Demonstrate the ability to use technology for research, critical thinking , problem solving, decision making, communication,	Research (Gathering and Using Information)	1. Use various age-appropriate technologies to locate, collect, and organize information. 2. Review	1. Locate, download, and organize content from digital media collections for specific purposes, citing sources.

collaboration, creativity, and innovation		teacher-selected internet resources and explain why each resource is or is not useful.	2. Perform basic searches on databases to locate information. 3. Evaluate internet resources in terms of their usefulness for research. 4. Use content specific technology tools (e.g., environmental probes, sensors, measuring devices, simulations) to gather and analyze data. 5. Use online tools (e.g., email, online discussion forums, blogs, and wikis) to gather and share information collaboratively with other students.

	Problem Solving	3. Use age -appropriate technologies (e.g., a simple graphing application) to gather and analyze data.	6. With teacher direction, use appropriate technology tools (e.g., graphic organizer) to define problems and propose hypothesis. 7. Use spreadsheets and other applications to make predictions, solve problems, and draw conclusions.
	Communication and Collaboration	4. Use a variety of age-appropriate technologies (e.g., drawing program, presentation software) to communicate and exchange ideas.	8. Create projects that use text and various forms of graphics, audio, and video (with proper citations) to communicate ideas. 9. Use teacher developed guidelines to evaluate multimedia presentations for

			organization, content, design, presentation, and appropriate use of citations. 10. Communicate with other students and other classes using appropriate technology, including email.