Tovashal Technology
Three Year Plan with Annual Review

Tovashal Elementary School
23801 San Raphael
Murrieta, California 92562
(951) 696-1411
Principal: Marcie Kea
TOSA Assistant Principal: Eva Evans

SCHOOL HISTORY AND DESCRIPTION:

Tovashal Elementary School, a California Distinguished School, serves students in preschool through fifth grade. Tovashal, which means white oak, opened in August of 1999 as the sixth school in the Murrieta Unified School District. Tovashal's enrollment is approximately 750 students. The mission of Tovashal is to provide a safe, motivating environment that creates productive, successful, lifelong learners. Staff members are committed to the motto of "Building Excellence One Student at a Time." Students are expected to be Terrific Tiger SHARKS: Safety First, Harmony in the Halls, Attentive Listening, Right Place, Right Time and Kindness with words and actions. Additionally, Tovashal was identified as a Title I school during the 2012-2013 school year.

TECHNOLOGY PLAN MISSION STATEMENT:

The educational community at Tovashal, in partnership with community stakeholders, aims to provide an educational experience that will prepare and promote 21st Century lifelong learners that can demonstrate college and career readiness. Tovashal staff members will utilize a broad range of technologies to encourage and motivate each child to meet the challenges, choices, and opportunities of the future. Our school will work with each and every invested member to coordinate and guide the acquisition and evolution of applicable and appropriate technical tools and services to facilitate and enhance each student's educational experience.

TECHNOLOGY PLAN VISION STATEMENT:

Technology will be integrated into the California Common Core State Standards Curriculum appropriately to produce globally-competitive, lifelong learners through rigorous and relevant experiences taught by highly prepared visionary leaders who recognize the importance of engaging a diverse body of students. Technology should be equitable in every classroom and/or lab and available to all learners. To ensure this our stakeholders will:

- Be trained and confident in any and all technology provided.
- Be trained in responsibilities related to the appropriate usage and maintenance of all said technology.
- Feel confident in sharing experiences based around technology.
- Create actively engaging experiences in relation to technology.

TECHNOLOGY COMMITTEE:

Principal – Marcie Kea

TOSA Assistant Principal – Eva Evans

ITL/Webmaster – Jacque Howe

ITC – Kristen Ames

Classroom Teacher - Patti Baroody

Parent/Teacher - Cassie Caldwell

TECHNOLOGY PLAN REVIEW:

Tovashal's Technology Plan will be an ever-evolving document over a three-year period (2014-2015, 2015-2016, and 2016-2017) based upon a variety of factors including but not limited to: student need, data tracking, available programs, available technologies, and technological support. The Technology Committee will meet annually, in conjunction with the school leadership team, and SSC to determine if the technology plans are adequate and to update as necessary. As the Leadership Team and Administration develop budgets and goals for the year, the Technology Committee will assess progress being made towards specific goals and adjust as needed on an annual basis.

2014-2015: The Technology Committee, in conjunction with the Leadership Team and SSC, will work with the staff to identify student needs and equity of access at each grade level. The team will use the technology plan and

available student testing/program data to assess the effectiveness of the existing plan. The Technology Committee will work with the current budget and pre-determined goals to effectively and measurably move towards meeting those goals as possible in the best interests of the students.

2015-2016: The Technology Committee, in conjunction with the Leadership Team and SSC, will work with the staff to identify student needs and equity of access at each grade level. The team will use the technology plan and available student testing/program data to assess the effectiveness of the existing plan. The Technology Committee will work with the current budget and pre-determined goals to effectively and measurably move towards meeting those goals as possible in the best interests of the students.

2016-2017: The Technology Committee, in conjunction with the Leadership Team and SSC, will work with the staff to identify student needs and equity of access at each grade level. The team will use the technology plan and available student testing/program data to assess the effectiveness of the existing plan. The Technology Committee will work with the current budget and pre-determined goals to effectively and measurably move towards meeting those goals as possible in the best interests of the students.

TRAINING AND SUPPORT:

Technology training and support will commence during staff meetings and/or PLC meetings to ensure staff members have a solid basis and feel comfortable with emerging technologies. As a staff, we completely understand that adding technology just to add technology will not benefit anyone. The intent of these trainings and support sessions will be to maximize efficiency, help with any and all technology related questions, and unlock potential in relation to what is available and how to best utilize these tools. Some suggested areas of support are:

- Reading A-Z/Science A-Z/Writing A-Z
- RAZ Kids - reporting and assessments
- Google: Google Docs, Google Drive, Google Spreadsheets, etc.
- Continued training in Haiku from Beginning to Advanced
- Training in Schoolwires
- STEM focus trainings
- CUE Conference - attendees and share outs
- Training in Digital Media/Video Streaming/Media Based Presentations

- Training and Support in District Purchased Applications and Software
- Training in various Web-Based Sites and Resources
- Continued Common Core Standards training with technology integrated as a focus
- iPad and Chromebook trainings (as applicable)
- Flipped classroom/blended classroom
- Gooru Learning
- Basic computer trainings and skills refreshers
- EADMS Training - Test creation, data reports, test banks, etc.
- Think Central
- Go Math

OUTCOME ON STUDENT LEARNING:

Students will acquire technology skills to ensure college and career readiness. These technologies will be used to assist students in receiving practice with selecting and using various technology applications to accomplish a wide variety of tasks.

Basic technology skills:

- Internet research - data, pictures, videos, links, webcasts, spreadsheets etc.
- Selecting and accessing technology appropriate to meeting needs
- Use correct starting and exiting procedures
- Develop keyboarding skills
- Logical thinking and problem solving skills
- Appropriate use of technology both independently and cooperatively
- Appropriate use of technology safely and ethically
- Use of File Commands
- Working toward grades 4 & 5 proficiencies, every student in grades K-3 will be afforded the opportunity to acquire basic literacy, mathematical, problem solving, research skills, and keyboarding skills
- Every student entering grade four will possess and demonstrate basic keyboarding skills that will enable her/him to navigate through a web page and to construct and edit a basic word processing document
- Every student will have equal access to an online experiences on a daily basis

- Every student will use information technology resources to engage in meaningful real world problem solving experiences
- Every student will utilize technology resources to engage in a meaningful arts experience
- Every student in grades 4 & 5 will demonstrate the ability to complete a research project utilizing technology and electronic and/or Internet resources
- Every student exiting grade 5 will demonstrate basic computer competencies including but not exclusive to the legal and moral ethics of technological sharing and transfer of information
- Respect of copyright laws and understanding issues of plagiarism
- Student will be able to access information provided by teachers though video webcast, websites, presentations
- Electronic communication
- Coding; Hour of Code; Beyond Hour of Code

K-5 Technology Curriculum Scope

This document serves as a guide to how the basic technology unit content varies across grade levels. Units are guided by essential questions and skills for each grade level and are categorized to show the scope of skills across the curriculum.

Grade	Online Safety/Digital Citizenship	Programming	Digital Storytelling	Office Tools	Research	Basic Technology Concepts and Operations
K	What information is safe/not safe to share online?	What is a program?	How can technology help tell a story? **Digital Tools** - Drawing software - Online story creation tools	What are office tools? **Basic skills:** - Understand how we can use technology to write like we do on paper.	What is research? **Introductory skills:** -Using a website to learn about a topic	**Introductory Skills** - Finding keys on the keyboard - Using the back & forward buttons in a browser - Logging into online accounts - Basic mouse control, clicking - Operating system navigation skills
1	What information is safe/not safe to share online? How do people use online tools safely to communicate?	How is programming used in daily life?	How can I use technology tools to create my own stories to share with the world? **Digital Tools** - Drawing software - Online story creation tools - Blogging	How can I use Word Processing or Presentation tools to communicate ideas? **Basic skills:** - Understand how using technology to write can help us collaborate and share ideas more easily. - Opening, saving a word processing document	Why do people do research? **Introductory skills:** - Finding information about a topic on a website -Communicating findings orally or in writing	**Introductory skills** - Using home row to type with two hands - File management - Using a search engine **Developing skills** - Navigating web pages independently - Developing operating system navigation skills

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			- Word Processing tools	- Creating a blog post		- Logging into online accounts **(Fasttmath, iRead, etc.)**
2	How do people use technology communicate responsibly?	How do people use programs to entertain?	How can I use technology tools to create my own stories or collaborate on stories? **Digital Tools** - Online story creation tools- Blogging- Word Processing & Presentation tools	How can I use Word Processing or Presentation tools to communicate ideas and collaborate? **Basic skills:** - Open, save and type documents, both off and online- collaborate on documents with peers - Create a blog post	How can I use technology to find information? **Introductory skills:** - Using a search engine- Communicating findings in writing or using digital tools **Developing skills:** finding information on a website	**Developing skills** - Typing with two hands - Conducting basic web searches- File management - Operating system navigation skills **Applied skills**- Logging into personal accounts -- Choosing appropriate apps
3	How do people use online information responsibly?	How can I use a program to create and communicate ideas?	How can I use technology to create stories or collaborate on stories that entertain? **Digital Tools** - Online story creation tools- Blogging- Word Processing & Presentation tools	How can I use Word Processing or Presentation tools to communicate ideas and collaborate? **Basic skills:** - Open, save and type documents, both off and online- collaborate on documents with peers - Create a blog post	How can I use technology to find information and share what I find? Why should I evaluate the information I find? **Introductory skills:** - Using keywords and search terms independently- Evaluating websites - Communicating findings using digital tools **Developing skills:**	**Introductory Skills** - Introductory troubleshooting skills **Developing skills**- file management - Choosing appropriate apps- Conducting basic web searches independently **Applied skills** - Typing 15 WPM- Operating system navigation skills

				How can I use Spreadsheet software to organize information?
				Basic skills:
				Understand rows, columns - enter teacher-provided data

(Top section, with "- Finding information on a website" appearing in the Research column area)

| | | | | - Finding information on a website |

Grade	Online Safety/Digital Citizenship	Programming	Digital Storytelling	Office Tools	Research	Basic Technology Concepts and Operations
4	How do people use online information responsibly and respectfully?	How can I use a program to entertain?	How can I use technology to create stories or collaborate on stories that teach others? **Digital Tools** - Online story creation tools- Blogging- Word Processing & Presentation tools	How can I use Word Processing or Presentation tools to communicate ideas and collaborate? **Basic skills:** Insert images - format text How can I use Spreadsheet software to organize	How can I use technology to find answers to my questions? **Introductory skills:** - Identifying and exploring a question- Using information responsibly	**Introductory skills** - Introductory skills using online course management tool **Developing skills** --Uploading/downloading files - Choosing appropriate apps- Troubleshooting skills

			- Video- Podcasting	information and analyze information? **Basic skills:** - Answer questions based on data	**Developing skills:** Using keywords and search terms independently- Communicating findings using digital tools- Evaluating websites **Applied skills:** Finding information on a websites	**Applied skills** - Typing 20 WPM- File management - Operating system navigation skills
5	How do people use technology responsibly?	How can I create a program that communicates an idea and entertain?	How can I use technology to create stories or collaborate on stories that inspire? **Digital Tools** - Online story creation tools- Blogging- Word Processing & Presentation tools - Video- Podcasting	How can I use Word Processing or Presentation tools to communicate ideas and collaborate? **Basic skills:** - Insert tables - use bullets How can I use Spreadsheet software to organize data that I collect and analyze this data?	How can I use technology to better understand the world? **Developing skills:** - Identifying and exploring a question - Communicating findings to peers using digital tools - Using keywords and search terms independently - Using information responsibly - Evaluating information online	**Developing skills** -Uploading/downloading files -Using an online course management tool -Choosing appropriate apps -Troubleshooting skills **Applied skills** - Typing 25 WPM - Operating system navigation skills -File management

				Basic skills:		
				- Collect and input data-		
				answer questions based		
				on data		

ASSESSMENT:

Students will be evaluated through assessment tools such as SRI, SMI, Easy CBM, ESGI, FRA, EADMS, iRead, Fastt Math, teacher observational journaling, program data reports, etc. Students will demonstrate achievement and mastery through a variety of performance tasks utilizing multimedia tools. Teachers will work collaboratively to determine technological "absolutes" in terms of vertical alignment performance capabilities for entry to grade levels such as keyboarding programs or research expectations. Students (grades three through five) will also be evaluated annually using the CAASPP (CA Assessment for Student Performance and Progress). This assessment will accurately and electronically measure student progress towards College and Career Readiness.

TECHNOLOGY ACTION PLAN:

Tovashal Elementary School TECHNOLOGY ACTION PLAN OVER A THREE YEAR PERIOD to be reviewed and updated on an annual basis

YEAR	GOALS	OBJECTIVES	RESOURCE ALLOCATION
YEAR 1	Develop stakeholders group (technology committee), identify and evaluate existing resources, come up with a needs assessment for new resources based upon student need utilizing Google Docs and Leadership team, agree on the technology plan, establish funding, purchase materials if applicable.	To establish a technology plan that is adaptable to the needs of Tovashal Elementary over time.	Look at existing resources, ensure equitability amongst grade levels based on student need.
YEAR 2	Utilize new technology from the start of the year, schedule site trainings, plan for support through PLC's, collaboration, and staff workshops. Investigate other sources of funding like grants, donations, partnering with community members/businesses. Set up effective and realistic ways to evaluate student learning through computer based programs and classroom assessments.	Initiate technology plan and make sure support is given when and where needed. Meet regularly with Technology Committee to conduct needs assessment and research resources for support. Generate several "temperature check" Google Docs to determine staff need for training.	New resources should be distributed equitably depending on needs assessments. Support is ongoing and utilizes the teacher input from the Google Forms.
YEAR 3	Measure success! Evaluate student learning and identify areas of improvement utilizing computer data from district recommended programs.	Identify areas in need of improvement. Utilize district programs/data print outs to closely track and monitor student progress.	Resources continue to be updated and allocated according to need and where best utilized.

STEM SUPPORT:

Purchases of new desktop computer systems and mobile devices will allow students to access online resources that support student learning in STEM areas. Updated technology and software will also provide students the opportunity to demonstrate their learning in non-traditional ways (example: project based learning).

INFRASTRUCTURE:

Wireless connectivity must be upgraded to ensure that teachers and all students in every classroom are able to access the wireless network in order to utilize online resources during the school day.

CAREER TECH:

Tovashal Elementary School students will utilize all available technology as a foundational experience for additional learning and skills to be acquired as they move on to middle and high school.

TECHNOLOGY SUSTAINABILITY:

	Infrastructure:	Rationale:

Year 1	1. 1. Update electrical & infrastructure
	    a. - Wifi Access points in each classroom.
	    b. - Better coverage in the MPR and portables (more antennas).
	2. Modernize classrooms and current labs with furniture/ storage.
	3. Update wiring in current labs and classrooms.
	    a. -Update software on all computers.
	4. Add surround sound, presentation and FM systems in all classrooms and labs.
		1. Support student learning and assessment with increased use of wireless devices.
		
		2. Facilitate classroom management in computer-using classrooms with currently static layouts.
		
		3. necessary infrastructure component
		
		4. Improve quality of instruction for all students - in particular hearing-impaired
		
		5. Increased opportunity for access to the arts (drama, music, etc.)
		6. Student computers need updating.
		
		7. Many current resources - projectors, lighting, P.A. System etc, needs to be repaired or modernized.

		5. New lighting (stage/production quality) in the MPR, update the sound system, and add a center LCD projector. 6. Update all Read 180/System 44 computers in Group Rooms 1 and 2 as well as the ⅔ Computer Lab. 7. Update current security cameras and add new cameras to various high-traffic locations.	8. Our security cameras help to provide a safe learning environment. Some of our cameras are old, and have poor picture quality. We have have many "dead spots" that need coverage.
		Devices: 1. 12 Mobile labs (36 per lab - 2 per grade level). ● Peripherals for each device (cases, mice, headphones) ● Charging/sync cart per mobile lab. 2. Devices for Read 180 and System 44 classrooms. 3. Replace all computers in the ⅔ Lab. 4. New teacher work stations as necessary. 5. Kits/materials for LEGO Robotics. 6. Continue buying supplies/ consumables for STEM courses.	1. Phase 1 of transition to all PLC groups having ready access to mobile devices (type TBD). 2. Provide current devices for student access and assessment. 3. Improve efficiency and curriculum development. 4. Support successful STEM activities and a possible LEGO robotics program. 5. Provide students with experience through hands on learning that strengthen mastery of NGSS standards.
		Training/Professional Development: 1. ITL/ITC provided JOT (Just One Thing) and "Appy Hour" sessions to improve tech familiarity and usage. 2. More training for Haiku, Aeries, EADMS, Microsoft 365, Google etc. Training/ release time to learn to use devices.	1. Provide ready support for teachers and students 2. needed for teacher success
Year 2		**Infrastructure:**	1. Support student learning and assessment with increased use of wireless devices.

	1. Update current infrastructure as needed (based on year 1) -Update software on all computers.	
	Devices: 1. 18 Mobile labs (36 per lab). ● Peripherals for each device (cases, mice, headphones) ● Charging/sync cart per mobile lab 2. Continue adding devices for Robotics. 3. Continue buying supplies/consumables/kits for STEM courses/activities.	1. Phase 2 of transition to all PLC groups having ready access to mobile devices (type TBD) 2. Support successful STEM activities and LEGO robotics program growth. 3. Provide students with experience through hands on learning that strengthen mastery of NGSS standards.
	Training/Professional Development: 1. ITL/ITC provided JOT (Just One Thing) and/or "Appy Hour" sessions to improve tech familiarity and usage. 2. Continued training for Haiku, Aeries, EADMS, Google, Microsoft 365 etc. Training/ release time to learn to use devices.	1. Provide ready support for teachers and student. 2. needed for teacher success

Year 3	**Infrastructure:** **1.** Update current infrastructure as needed (based on year 1 and 2) 2. Update software on all computers. 3. Create more dedicated computer lab(s) where space is available.	1. Support student learning and assessment with increased use of wireless devices. 2. Utilize open classroom space to facilitate increased technology use.
	Devices:	1. Phase 3 of transition to all PLC groups having ready access to mobile devices (type TBD)

	1. Complete mobile lab sets for all PLC groups. ● Peripherals for each device (cases, mice, headphones) ● Charging/sync cart per mobile lab. 2. Continue adding devices/materials for LEGO Robotics 3. Replace or add classroom student work stations. 4. Continue buying supplies/consumables for STEM courses.	2. Support successful STEM robotics program growth. 3. Utilize existing classroom computers to facilitate increased technology use. 4. Provide current devices for student access and assessment. 5. Provide students with experience through hands on learning that strengthen mastery of NGSS standards.
	Training/Professional Development: 1. ITL/ITC provided JOT (Just One Thing) and "Appy Hour" sessions to improve tech familiarity and usage. 2. Continued training for Haiku, Aeries, Google, Microsoft 365 etc. Training/ release time to learn to use devices.	1. Provide ready support for teachers and student. 2. needed for teacher success