

Family School Instructional Technology Plan



"From Roots to Wings"

1155 Crest Drive
Eugene Oregon 97405

Technology Leadership Team

Kathy Owens	Principal
William Webb	4 th / 5 th Grade Teacher
Becky James	Kinder/1 st Grade Teacher
Tiffany Jeanette	4 th /5 th Grade Teacher
Janice Ziegler	2nd/3rd Grade Teacher
Kimberly Waldron	Kinder/1 st Grade Teacher
Sharon Cassani	2nd/3rd Grade Teacher
April Risley	Technology Support Specialist

September 30th 2015

Technology Vision Statement

Family School is committed to engage, empower and inspire our students to contribute to today's global society through the integration of instructional technology, while maintaining our developmental beliefs in teaching to the whole child. The incorporation of technology will provide students with complex, engaging learning opportunities, connecting our district-adopted curriculum with relevant, local, and global issues. It will

also allow our staff to offer students a wider array of stimulating investigative learning opportunities, giving them the tools to move forward in their lives as lifelong learners.

Goals

- Equitable access for students and staff to a variety of personal learning devices
- To increase student's level of success in computer-based testing environments and to prepare them for the demands of their further education in middle school and beyond
- Supports for students and staff to feel confident and empowered as we integrate instructional technology into the curriculum
- Provide staff with relevant professional development to incorporate new and existing technology
- Develop age appropriate technology plans that incorporate student's use of technology to address each student's developmental needs
- To improve use of technology to create a deeper cultural understanding and global awareness using a variety of media and formats
- To provide professional development and student instruction in the use of technology for the purpose of analyzing data, identifying solutions, and/or making decisions using multiple processes and diverse perspectives to explore alternative solutions
- To provide a collaborative venue allowing complex project-based and investigative learning

Technology Resources

36	ea	Apple Macbook Airs
15	ea	MacBook
1	ea	iBook G3
2	ea	iBook G4
5	ea	MacBook Pro (Title)
19	ea	Ipod touches (Title)
1	ea	Ipad 2 (Title)
4	ea	Ipad 2
10	ea	Nano
7	ea	MacBook Pro (Teacher Computer)

*The following improvements are listed from highest priority to lowest priority.

#	Technology Resources Requested	Use	Implementation Timeline	Professional Development	Funding Projections
2 COWs (72 total laptops)	Apple Air Laptops	To improve implementation of existing curricular technology lessons, and to reinforce current Journey's and Investigations curriculum at all grade levels To improve computerized testing	October 2015	Dedicate a part of teacher in-service days and at least a part of one staff meeting per month to develop IT inclusion within current curriculum. ELA and	Crossroads Grant

		environment		Math webinars, staff, peer to peer, and school visits to create a shared technology learning community	
3 COWS (105 total)	Ipad Minis	To improve implementation of existing curricular technology lessons and to reinforce current Journey's and Investigations curriculum at all grade levels	October 2015	Dedicate a part of teacher in-service days and at least a part of one staff meeting per month to develop IT inclusion within current curriculum. ELA and Math webinars, staff, peer to peer, and school visits to create a shared technology learning community	Crossroads Grant
4	Lightraise Interactive White boards	To add equal access to technology for new classrooms as school grows	As needed to accommodate school growth	District provided training to instruct teachers in working with document	Building & District Funds

				camera and smart board together	
3	Projectors for rooms without technology	To add equal access to technology for new classrooms as school grows	As needed to accommodate school growth	District provided training to instruct teachers in working with document camera and smart board together	Building & District Funds
3	Document cameras to new classrooms	To add equal access to technology for new classrooms as school grows	As needed to accommodate school growth	District provided training to instruct teachers in working with document camera and smart board together	Building & District Funds
6	Replace aging Document Cameras	Allow teachers to incorporate student work and technology	September 2017	District provided training to instruct teachers in working with document camera and smart board together	Building & District Funds

Professional Development for Instructional Technology

Smartboard	Fall of 2015	Smartboard Training for teacher by District general training
	Winter, 2015	Investigations/Math
	Spring, 2016	Journey's/Reading
Ipad Training	Winter, 2016	Ipad Training for teachers by District. General training
	Spring, 2016	

How to align Technology with Common Core

The staff at Family School believe that the standards set forth by the International Society of Technology in Education for student standards capture our philosophy when incorporating technology into our daily practices and best align with common core.

<http://www.iste.org/standards/iste-standards/standards-for-students>

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas of effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learner of other cultures
- d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency

Students apply digital tools to gather, evaluate and use information

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical thinking, problem solving and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop and or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions.

Grant Application Form

School Name: Family School

Proposal Title "EEF-Funded":

Requested Amount:

Author's Email:

Author's Name:

School or Department Name:

Administrator or Site Council Convenor's Name:

Administrator or Site Council Convenor's Email:

Project Description: The peer mediation program teaches students to facilitate constructive problem solving among peers. Currently, peer mediation is performed by trained fourth and fifth grade students who volunteer some of their lunch, recess or class time to help their fellow students resolve conflicts. Between 15 and 20 students and a team coordinator train for two days each fall, learning basic skills of teamwork, process management, listening skills, and communication skills. Peer mediation provides students with a controlled, safe atmosphere that permits each person to tell their side of the story without interruption. Peer mediators assist students in devising a plan that will resolve the problem and help them to avoid it from continuing or repeating in the future.

An adult coordinator provides: ongoing training, support, and scheduling of the Peer Mediator schedule.

Why is this project important?:

Family School students, both mediators and the students they serve, benefit by learning problem-solving skills. Peer mediators are able to relate to their peers, ask meaningful questions and assist the students in coming to agreement in ways that adult mediators may not be able. Peer mediators benefit from having the opportunity to become confident communicators. They are trained to recognize that the keys to understanding a problem are based on asking good questions and taking the time to listen to each side. The whole school community benefits when students recognize their own ability to problem solve, and begin to practice the skills of mediation as part of their everyday approach to problem solving. Overall, our peer mediators are an integral part of our school-wide behavior support system.

Which students, and how many, are served by this project?:

Twenty 4th and 5th grade students train to be peer mediators.

All students will be involved directly in peer mediation activities over the course of the year, either as trained mediators, as users of peer mediation services, or as recipients of problem solving strategies through student led instruction. We currently have a student body of 145 students. Some individual students may use peer mediation services numerous times to solve problems in the course of a school year, while others students and staff members benefit from a more harmonious school environment.

What was your building process for prioritizing this grant application?:

The classroom teachers and our principal met to prioritize ideas for grant applications. Individuals presented ideas to the group, and after discussion, consensus on the order of importance and the amount of money needed for each grant request was reached. The grant ideas were then presented at the Parent Policy meeting for parent approval.

What type of data will you use to evaluate this project?:

- Initial training written evaluations
- Regular staff and teacher feedback oral opportunities
- Bi-weekly mediator oral group feedback sessions
- Regular student mediator feedback via one-on-one interviews
- Written mediation report form summaries
- Student mediator written exit/year end evaluations
- Coordinator analysis and written summary of all these feedback and assessment measures

What is this project's budget? (itemize specifics of staffing, supplies and services):

The total cost of the program is \$1300. We are responsible for \$500 of the total because we received an \$800 grant through Eugene Community Mediation Services.

These funds cover the 2-day training and ongoing coordination of the program which includes meeting with the team on a bi-weekly basis, conducting ongoing training and skill development, debriefing mediations and problem solving issues, planning recognition activities for the mediators, and serving as a liaison with staff.

Does this project build on previous work and/or support a building site council or school district goal? If so, how?:

The peer mediation program at Family School started in 2000. It has steadily become part of the school culture and been embraced by students, staff, and parents. The school climate has improved as the program has deepened its roots into the school culture. Each year an

enthusiastic number of student recruits eagerly await the training and an opportunity to be of service to their schoolmates. The peer mediation program supports both building and district goals regarding student achievement, as students are better able to focus on academics when their social and emotional needs are being addressed.

Project description: This grant would fund community specialists for the 2015-16 year of Explorations, a one-hour multi-age class for 1st through 5th graders scheduled 4 days a week for 5-week sessions throughout the school year; specifically, a drama instructor from Upstart Crow Studios who will direct musicals, and a professional body-work practitioner who will focus on different systems of the body through hands-on projects, physical exercises, stretching, games, etc.

Why is this project important?

An arts and science education has a great impact on the developmental growth of every child involved, and has proven to help level the learning field across socio-economic boundaries. It also strengthens student problem-solving and critical thinking skills, adding to overall academic achievement and school success.

Which students, and how many, are served by this project?

1st through 5th grades are mixed for Explorations, and class size is generally 20-23 students. In the four sessions, all students will be served.

What was your building process for prioritizing this grant application?

The certified teachers and administrators met to prioritize ideas for grant applications. Individuals presented ideas to the group, and after discussion, they reached consensus on the order of importance and the amount needed for each grant request. These Art and Science Explorations took 1st place on the list.

What type of data will you use to evaluate this project?

Teachers regularly check in with guest instructors to evaluate both student behavior and progress. Students are given the opportunity to present new learning to their homeroom classes, as well as at all-school assemblies. The culminating project for the musical theater explorations is a performance for the entire student body, as well as a community performance where all family members are invited. At the conclusion of each Exploration, students will complete a

feedback form, and instructors fill out an evaluation, in which they target areas of improvement and adjustments they will make in subsequent sessions.

What is this project's budget? (itemize specifics of staffing, supplies and services): 91 hours of community specialist in-class teaching, at \$25/hour = \$2275. The additional funds will be supplied through student body funds.

Does this build on previous work?: Explorations classes have been a part of Family School curriculum for more than 20 years. Explorations allow students to explore their personal interests; they choose from classes in many disciplines, such as Computer Publishing, Computer Programming, Spanish, Ceramics, Service Learning, Rain Forest Ecology, Dramatic Arts, and Gardening.

Project Description: Garden construction at our new school site

To continue to participate in the School Garden Project we need to construct a garden at our new school site. With our move to a new building, we are starting from close to ground zero. Parents and staff moved garden beds and set up beginning composting, but there is much more to do. SGP offers hands-on experience in the garden allowing students to learn about botany, the biology of systems, sustainability, and nutrition. Lesson plans are correlated to Oregon Common Content Standards, and the goal is for the content of the garden sessions to serve as a hands-on extension of classroom studies. Concepts include Plant Parts and Function, Soil Ecosystems, Pollination, photosynthesis, food preservation, soil building and compost.

Why is this project important?: Gardens serve as great outdoor classrooms for any number of subjects, including science and ecology, math, creative writing and art. School gardens are wonderful spaces for kids with different learning styles and abilities to work in groups and engage in hands-on, cross-disciplinary education. We feel working in a school garden instills respect for nature, increases interest in eating fruits and vegetables, improves nutrition knowledge, and helps kids develop skills that will help them be successful in school.

Which students, and how many, are served by this project?: □All students will participate in our garden education program.

What was your building process for prioritizing this grant application?:
The certified teachers and administrators met to prioritize ideas for grant applications. Individuals presented ideas to the group, and after discussion, they

reached consensus on the order of importance and the amount needed for each grant request. The grant ideas are then presented at the Parent Policy meeting for Site Council approval.

What type of data will you use to evaluate this project?:

The concepts explored during garden activities connect directly to the science units taught in our classrooms, as well as the annual state science testing. Student achievement in science increases directly with the opportunities they are given to apply their learning. Students will use a variety of data collection and reporting strategies, and will complete summative assessments at the conclusion of each instructional unit. Parent volunteers will be asked for feedback regarding community interfaces and their interactions with students and staff.

What is this project's budget? (itemize specifics of staffing, supplies and services):□

Total \$858.00 for the purchase of bark, compost, deer fencing and the irrigation system. The remaining \$358 will be taken from student body funds.

Does this project build on previous work and/or support a building site council or school district goal? If so, how?: Garden studies support state science standards, and provide a unique hands-on lab setting for students to see direct application of science concepts.

The garden is a living laboratory—a place to demonstrate, investigate, observe and learn. Lessons taught in the garden address Oregon State Science Standards for grades K-5.

The mission of the School Garden Project is to help Lane County Schools create, sustain, and use onsite gardens by providing resources, professional consultation, and educational programming. We envision a future in which school garden education helps children become healthy adults who eat their fruits and vegetables, know the basics of growing food, and contribute to a thriving school community.

Science and Art Through Technology

Project Description

This grant would fund an artist in residence specializing in art and science through technology for the 2015-2016 school year, two hours a day, three days per week for the remainder of the 1st semester and two days per week for the 2nd semester. This project would provide each classroom of 2nd through 5th grade students with 60 to 90 minutes each week of science and art through technology.

Why is this project important?:

Historically, Family School has focused on instructional areas other than technology, and we have been gradually increasing our inclusion of technology over the past five years. With this grant our goal is to improve the students' technology skills as they move forward in their education, as well as providing engaging and meaningful experiences in science and art.

With the implementation of Oregon's Smarter Balanced Assessment, an assessment where a student's ability to manage technology, interface with computers in a variety of ways, and record and report their understanding via technology, our goal is to improve student outcomes and provide skills they need as they move forward in their education.

Which students, and how many, are served by this project?:

95 2nd through 5th grade students will participate.

What was your building process for prioritizing this grant application?:

The certified teachers and administrators met to prioritize ideas for grant applications. Individuals presented ideas to the group, and after discussion, they reached consensus on the order of importance and the amount needed for each grant request. The grant ideas are then presented at the Parent Policy meeting for Site Council approval.

Family School would prioritize our four EEF grant applications in this order:

Science and Art Through Technology, Explorations, Peer mediation, Garden

What type of data will you use to evaluate this project?:

Individual student projects generated by the applications students will use in technology. Our plan for record keeping involves teaching students to save each of their projects to the server. This would include a teacher-created rubric designed for students to self-evaluate their projects.

What is this project's budget? (itemize specifics of staffing, supplies and services):

One hundred hours at \$20 an hour for the art/science technology instructor.

Does this project build on previous work and/or support a building site council or school district goal? If so, how?:

Yes. We have been steadily increasing our building capacity to provide technology instruction, but additional resources will allow a much more effective approach.

This project would help Family School reach the following goals of the statewide Oregon Ed Tech program:

- Improve student academic achievement in English/language arts, mathematics, science, social sciences, the arts and second languages (world languages) through the use of technology.
- Assist every student – regardless of race, ethnicity, income, geographical location, or disability – in becoming technologically literate by the end of eighth grade.

This project would help the students of Family School to reach the following Oregon Technology Common Curriculum Goals

Goal #1 -Demonstrate proficiency in the use of technological tools and devices.

Goal #5 - Design, prepare and present unique works using technology to communicate information and ideas.