

Dry Creek Elementary School

Rio Linda Union School District

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Principal

Technology Use 3-year Plan

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- **School Mission Statement:**

All stakeholders are capable, connected and contributing.

- **School Description:**

Dry Creek is one of 24 schools in the Rio Linda Union School District. It has 19 classrooms, Library Media Center, Staff Lounge and Supply Room, Curriculum Support/Reading Room, Resource Specialist's Room, and a Multi-Purpose Room.

- **School Vision:**

At Dry Creek School we will foster:

- Self regulated learners that grow both socially and academically.
- Physical and emotional safety.
- Dynamic, hardworking professionals who are willing to take risks.
- The use of data to drive meaningful instruction to insure the success of all students
- Collaboration to promote growth in all students and staff.
- A reciprocal responsibility between the community and school.
- Relationships between family and community that value staff strengths and support continued professional growth.

• Duration of Plan and Scope of Effort:

- The duration of this Technology Use Plan will be a three-year plan spanning from July 1, 2006 – June 30, 2009.
- This plan is the result of many hours of discussion, learning, and collaboration among a diverse representation of all staff members and the community members involved in School Site Council. Classified and Certificated Staff as well as members of the community are an integral part of weekly, monthly and annual meetings.
- Those listed below were most directly involved in the development of the plan:

Name	Position
Sal Garcia	Principal
Matt English	Technology Coach
John Lyman	Technology Committee
Marci Dixon	Technology Committee
Sarah Lovell	Technology Committee
Maria-Luisa Phenneger	Technology Committee
Marcia Matchette	Technology Committee
Azim Sharifi	Instructional Program Tech
Vicki Plefka	Library Media Teacher

- **Student Goals and Objectives:**

A major component of the Technology Use Plan is the creation of profiles of technology literate students at key developmental points in their education. These profiles provide broad descriptors of technology competencies that students should develop by the time they exit targeted grades.

- **Technology Mission:**

Students will use word processing, data-presentation, authoring tools, and audio-visual presentation to support and enhance the curriculum across all disciplines through the use of project based learning. The resources of the Library Media Center will be used as an extension of the classroom.

- **Technology Description:**

- **Library Media Center – Dry Creek’s LMC** consists of :

- 30 Student Accessible lap top computers (20 purchased through a school bond and 10 purchased by site funds)
- 4 Student Accessible desk top computers used mainly for online library catalog
- Audio-Visual cart which houses; one additional laptop for instructional purposes, an LCD projector, document camera (ELMO), and a DVD/VHS player

- Digital Camera
- Video Camera and Tripod
- 3 circulating LCD Projectors (Epson)
- Scanner
- 2 Black and White Printers (Epson 323)
- Slide Projector
- Stereo CD player

▪ **Classrooms:**

- A total of 65 desktop computers in the classrooms: 30 in intermediate classrooms and 35 in primary classrooms for a ratio of computers to students being 1:7 intermediate and 1:6 primary
- Loaded onto each desktop are; Microsoft Office Suite, Accelerated Reader, Star Reader, Numbers Undercover and Various Educational Software
- Each teacher accessible computer has the software Omniform which is used for electronic report cards
- Each Wing has a Lexmark E323 printer for a total of 4
- Each classroom has a DVD/VCR for a total of 18
- Each teacher has a wireless server Compac nc 6120 (not for student use) that is equipped with; Microsoft Office, Omniform Filler, Record Now!, SASI Class XP, and Groupwise,

* Dry Creek School has wireless access throughout the campus.

It is our goal, that as the school budget permits, the deployment of the newest computers are to be placed first in the library media center. We will work with the district as to the feasibility of our plan. As the newest computers are placed in the library media center, the older library media center computers will be progressively moved into classrooms in which the computers will provide the greatest utility value. This ensures that all students have access to the most current technology in the library media center.

- **Technology Vision and Goals:**

Dry Creek's vision is to use technology to enhance the educational and instructional processes throughout all curricular areas. Students will be able to show proficiency in the grade level technology standards (ISTE), and will have the available tools necessary to demonstrate problem solving, creativity, effective communication, and critical and evaluative thinking through project-based learning.

Dry Creek continues to be a "family friendly school." Dry creek teachers will continue to provide updated WebPages, e-mail, and voice mail to facilitate communication with our families and maintain healthy attendance with the use of SASI XP. In continuing to move forward, Dry Creek's goal is to have student grade information easily accessible through the school webpage and allow parents to be partners in their child's education. Educational links will be provided, and organized by each area of curriculum reported on the report card. Dry Creek staff will continue to record student data using the most up

to date programs such as Measures, and Omniform Filler. To remain consist as a staff, Dry Creek would like to pilot a grade book program that our entire site would use across all grade levels.

Dry Creek understands that existing computers will need substantial upgrading or replacement to meet the progressive needs of students and staff. It is the goal of Dry Creek to have all computers with the state approved and district adopted curriculum, electronic resources, and utility software. Additionally, the appropriate level and updated version of programs, such as Microsoft Office, will be on all Dry Creek approved computers. The Instructional Program Technology Technician (IPTT), and Library Media Teacher (LMT), will be instrumental in the updating and replacement procedures. As the budget permits a full-time LMT and IPTT will be implemented.

Dry Creek staff and students have access to the classroom computers and wireless laptops in the Library Media Center. The campus is blanketed with LAN wireless access allowing all students and staff access to the internet and school site server. As the Dry Creek school site continues to advance, it is the goal of Dry Creek to have a student to *Networkable* computer ratio of 5 to 1. In order to obtain this goal, Dry Creek plans the deployment of the newest computers to be placed in the library media center. As the newest computers are placed in the LMC, the older computers will be progressively placed into classrooms in which the computers will provide the greatest utility value. Dry Creek will work with the district as to the feasibility of our plan.

- **Professional Development Goals:**

With the adoption of new programs and the use of the newest up to date technology, such as video cameras, video editing software, digital cameras, scanners, projectors, document cameras, grade book software, Dry Creek's staff will remain current on the applications of technology in the classroom and keep communication efforts up to date with updated web pages. Staff will continue to receive the appropriate training and support to continue to meet the California Teaching Standards. Staff will have opportunities to attend Thursday Night Live training on various technology and uses.

- **Coaching Program:**

At Dry Creek we have established a Technology Coach position at our school site. The coach is responsible for overseeing the implementation and staff development as it relates to technology. Staff members are encouraged to support technology through conference and workshop attendance. Coordinators, leaders, and coaches will share the responsibility for instructional support by frequently attending workshops and conferences as well as providing and/or participating in staff development opportunities.

- **CTAP²:**

As part of the technology planning process, the Technology Coordinator has recommended that

staff development be determined by taking the online Technology Assessment Profile through the California Technology Assistance Project (CTAP). The results of this data will be used to help the Technology Coach focus efforts in areas that will benefit the needs of the staff.

- **Basic Principles and Assumptions:**

- A. Students acquire steadily increasing skills and knowledge related to the use of technology for enhancing personal and collaborative abilities.
- B. Students acquire steadily increasing ability to make quality decisions related to managing their own learning.
- C. Students acquire steadily increasing skills to work in collaboration with others with hardware, software, and information resources and to solve problems with the support of technology tools.
- D. Students become responsible citizens and users of technology and information.
- E. Students have access to current technology resources including telecommunications and multimedia enhancements.
- F. Students acquire skills that prepare them to learn new software and hardware technology and to adapt to the complex technology environments that will emerge in their lifetimes.

Profile of a Technology Literate Student Completing Grades K-2:

1. Utilize input devices (mouse, keyboard, and remote control) and output devices (monitor, printer) to interact with computers, CD players, VCR/DVD players, and other types of technology. (A)

2. Utilize a variety of media (CD ROM, TV, and videotapes) for learning and leisure-time activities. (A, C)
3. Utilize appropriate terminology when communicating ideas about technology utilized in the K-2 setting. (A)
4. Utilize age-appropriate interactive multimedia resources (interactive books, educational software, and elementary multimedia encyclopedias) to support learning.(A)
5. Work cooperatively with peers and family members when using technology in the classroom and at home. (B)
6. Demonstrate positive social behaviors when using technology. (B)
7. Exhibit knowledge of proper care for technology systems and software. (B)
8. With support from teacher, parent, or partner, develop simple multimedia products. Utilize technology resources (writing tools, drawing tools, logical thinking programs, puzzles, and games) for problem solving, communication, and illustration of thoughts, ideas, and stories. (C, D, E, F)
9. With support from teacher of parent, utilize telecommunications to gather information literacy skills. (D)

Profile of a Technology Literate Student – Grades 3-5:

1. Utilize common input and output devices (keyboard and others) efficiently and effectively. (A)
2. Discuss common uses of technology in daily life and the advantages those uses provide. (A, B)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (B)
4. Utilize general-purpose productivity tools (word processor, graphics program, database program, and spreadsheets) to support student productivity and learning throughout the curriculum. (C)
5. Understand the use and purpose of multimedia authoring/presentation tools and peripherals (digital cameras, scanners, and audio/video devices) to support student productivity and enhance learning throughout the curriculum. (C,D)

6. Utilize technology tools (productivity tools, multimedia or hypermedia authoring tools, simple graphing software) and resources (interactive encyclopedias, content specific CDs, web pages, databases) for individual and collaborative writing, communication, and publishing activities. (D)
7. Understand the use and purpose of telecommunications to access remote information and communicate with others in support of learning and for pursuit of personal interests. (D, E)
8. Utilize telecommunications and on-line networked systems (on-line discussions, groupware, video conferencing) to develop collaborative team projects and to participate in group problem-solving activities. (E, F)
9. Utilize technology resources (calculators, probes, CD-ROMs, videos, and educational software) for problem-solving, self-directed learning, and extended learning activities. (E, F)
10. Choose common technology tools with the types of tasks for which they can be utilized. (F)

Profile of a Technology Literate Student –Grade 6-8:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (A)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (B)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (B)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (C, E)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (C, F)
6. Design, develop, publish, and present products (e.g. Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (D, E, F)

7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (D, E)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (E, F)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity and of practical applications to learning and problem solving. (A, F)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (B, E, F)

The National Standards for Information Literacy:

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates in groups to pursue and generate information.