

**Cal Young Middle School 2015-17
Integration Plan – Updated Fall, 2015
Original Document and Prior Updates (2010-2014)**

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Current Technology Leadership Team:

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Cal Young Tech Vision

"CY staff are committed to teaching, supporting, and enhancing students foundational digital literacy skills for appropriate and purposeful application and integration in their daily curriculum and personal learning environments; that they use technology as active learners to engage, reflect and take responsibility for learning and reinforcing skills that give them confidence and success in achieving their individual goals, and those as responsible contributors to the greater good of their community."

Goals and Objectives

Our goals come directly from the items on the NETS that we are currently addressing, need to address more effectively and with additional methodology, or have set as goals to further expand technology integration in all curriculum and articulated across 6-8 grade levels. To achieve this we will:

- > Expect that **Keyboarding** be mastered by students before getting to middle school. We know this is not the case. We estimate that only 20% of our kids keyboard as fast as they can write, so we continue to work to provide in this area. Some include directing students to online keyboarding skill building, provide some time for practice in classrooms, and look at voice to text opportunities with apps.
- > Provide instruction, practice and integration of **Research, Reporting, Presentation, and Assessment** tools and methodology into the curriculum and specific content, and articulated across all grade levels. Students gain a firm grasp on the basics in learning and productivity applications, including **MS Office Suite, iWorks, Google Drive, Adobe products, and others**. We continue to expand opportunities for all students and teachers using **WordPress ePortfolios Web/Cloud-Based Apps, iPads and accompanying Apps, and multimedia tools**. Students should be versed in saving files in different formats (RTF, for example), using flash drives, VPN, e-mail attachments, Google Drive and other cloud based Apps to archive and access their work. A majority of students/classes get some experience using these tools to enhance their learning, and we are will continue to push out more opportunities to all students.
- > Make **Technology Resources** available on the school library website and school website, and actively look for ways to expand opportunities for students and teachers. **Edmodo** is now being used by many staff for student learning and assessment, along with other Apps on iPads including **Notability, online texts** and adopted curriculum support **Apps in Math and Science**.
- > Continue to replace outdated equipment with new and evolving **Multimedia Teaching and Learning Equipment** (doc cameras, Smartboards, cameras, video cameras); students and teachers use this equipment. We continue to look to expand

opportunities for students to use this equipment integrated in all curriculum, especially for digital story-telling applications.

> Further the development of **Cal Young's "Maker/Tinker" community** and opportunities that it provides for students and staff. Cal Young has made a commitment to engaging 6-8th grade students in the "Maker/Tinker" environment by being early adopters of **3D prototype printing** - offered in the 3D Design to Build Elective, with intents to integrate in Science, Social Studies, and other appropriate areas. We have grown opportunities for students by recently raising funds **and** purchasing 3 additional 3D PLA filament printers installed Fall, 2015, for a total of 6 3D printers. Students work with iPads and laptops using Autodesk 3D design applications moving through a curriculum designed to expose them to 3D design principles, product prototyping concepts, and managing workflow as well as higher level math, and science principles. This program is now entering it's third year. 3D design and output technologies are constantly evolving, as are career opportunities in this "Maker/Tinker" field. The latest in this evolution is the now affordable 3D laser printing, which gives the "Maker/Tinker" community the ability to 3D print on any type of material. It makes perfect sense for Cal Young to expand its role as part of this new 3D printing "Maker/Tinker" community by adding the **3D laser printer** to our already existing 3D Design to Build curriculum. Funds have been raised and it will be installed in December, 2015

> Continue to support and develop **Robotics** design and build opportunities in the Robotics Electives, and incorporate the curriculum objectives into the "Maker/Tinker" overall strategic planning.

> Expand capacity with additional services using the **Broadcast Studio and school-wide video network** that produces morning announcements, and school-wide PSAs, advisory activities, etc. – we are committed to continue to expand curriculum integration opportunities for all grades by utilizing the tools and studio production capabilities. **We now incorporate Live Streaming of our broadcasts and special events through the link on the school website – specialized equipment to achieve this was installed the studio in 2014.**

>Continue to grow the **CY Media Pros** business that creates professional virtual walk throughs for local real estate companies, PSAs and television commercials for non-profits, using CY multimedia technology and equipment.

>Promote and sponsor the Cal Young Coding Club that fosters the learning and application of multiple programming languages and coding for individuals and teams in a collaborative after school program; tapping into the local programming and gaming community to bring in guest presenters, encouraging a cross grade and gender membership, and seeking outside resources for entrepreneurial pursuits.

> Use **iPod Touches** to currently focus on reading support for students needing audio books to supplement their reading. We would like to expand this use to include other Apps.

- > Use Read 180 in a specialized lab with dedicated FTE and equipment to support identified students with additional reading/learning opportunities
- > Support **8th Grade 1:1 iPads (iT3 Pilot Project)** - Students **currently have their own iPads** using Apps for integration in all curriculum areas. We will **continue** to develop and expand those opportunities. This frees up COWs of laptops for more student access and robust applications not handled by iPads – applies to all grades.
- > Support **7th Grade 1:1 iPads (iT3 Pilot Project)** - **1:1 iPads for 7th Grade students in 2014-15.**
- > Support **6th Grade 1:1 iPads (iT3 Pilot Project)** - **1:1 iPads for 6th Grade students in Spring 2015.**
- > Continue to support ongoing iPad App vetting for all grades; repair and/or replacement of broken iPads and cases – **Replaced all iPad cases for 7th and 8th grade iPads, Fall 2015.**
- > Support the student **iPad Cart Manager Program** that is essential for distribution and accountability and iPad management.
- > Continue the use and training of staff with Google Drive spreadsheets for managing student iPad use permissions, and student iPad responsible use and consequence (warning and strikes).
- > Working with **science, math, language arts, social studies, and elective teachers**, we would like to expand use of iPads and other computer apps to work with different types of data, media, and research opportunities for presentation, reporting, and assessment (Edmodo, eBooks, WordPress ePortfolios, etc.). In 6th grade Tech Lit, students get introduced to ePortfolios, Multimedia apps, Excel (data sets and table, pie, column, and line graphs); we need to build on this foundation in the 7th and 8th grades.
 - > Hold students accountable for responsible technology use by signing an **Acceptable Technology Use Agreement, Edmodo and Google Drive Use agreement, and iPad In-school and Take-home use agreement**, and receive instruction in all those areas along with those related to copyright, plagiarism, and citing as part of research projects with the library resource staff. The need for more instruction in these areas is critical, along with note taking and writing authentically.
- > Provide staff PD and support for integration in curriculum with the use of **Collaboration Apps** for learning opportunities in both local and global environments (Skype, Edmodo, Evernote, Google Drive, etc.).
- > Continue use of use of **Vimeo, Youtube, uStream, and other delivery channels** for video storage to share PSAs, and specific curriculum and advisory based video projects school-wide.
- > Use iPads in classrooms and school-wide for a variety of data gathering, assessment and distribution; currently using Survey Monkey to gather student responses in scheduled advisory lessons.

- > Support the use of **4J Google Drive** in grades 6, 7, and 8, with research projects using Google Apps as directed by teachers for supporting research, collaboration, and reporting in a variety of curriculum arenas
- > Support all staff to develop and expand the use of instructional WordPress blogs – as of Fall 2015 most teachers are doing this.
- > Support staff and admin in the use of the Cal Young school WordPress blog for dissemination of relevant and timely information for staff, students, parents, and the community at large. >Support ongoing use of Zimbra calendars for scheduling computers, and Zimbra briefcase for disseminating and archiving data team, curriculum, and staff meeting minutes and resources.

Resources for 2014-15 (Updated Fall, 2015)

Cal Young recognizes the need to meet 3 year replacement cycle for laptops and other computer hardware and peripherals, media delivery devices and associated hardware, including projector bulbs which run \$280/bulb for older projectors, and \$90 for new HD projectors (committed to replacing as many older projectors as possible).

Update Fall, 2015

All teachers have had old MacBooks replaced with new MacBook Pros, all staff have iPads to support iPad use by students and for instruction.

Cal Young TLT has set the goal to have at a minimum a 2:1 student to computer/device ratio with an optimal ratio of 1:1. We will look for a means to provide every student with "ALL ACCESS" technology tools, "ALL THE TIME".

COMPUTERS:

Expected replacement of all COW "End of Life" computers with new MacBook Pros/Airs

Replace oldest staff laptops with new MacBook Pros

Upgrade operating systems with latest version compatible OS Lion, or Maverick

Update Fall, 2015

Cal Young now has a 2:1 computer to student ratio with a majority of new MacBook Air computers having replaced "end of life MacBooks – See the above equipment matrix.

iPADS:

7th Grade and Elective teachers receive iPad Airs for instruction - Intended
200 iPad Minis for 1:1 7th Grade students – Intended

Update Fall, 2015

Cal Young is now a 1:1 iPad school, all grades!

PERIPHERALS:

12 HD Projectors – to replace the old “end of life” projectors in classrooms.

Update Fall, 2015

All instructional classrooms have had LCD projectors replaced with HD LCD projectors.

SOFTWARE: MS Word upgrades and Adobe Creative Cloud licenses – intended.

Update Fall, 2015

MS Office and Adobe Creative Suite have **NOT** been updated due to prohibitive licensing costs and the licensing structure for software updates. This is still being pursued.

Current Resources – Fall, 2015

Student Computers/iPads

	Desktops	Laptops	iPads
Current 11/2015	8	398	564

Staff Computers/iPads

	Desktops	Laptops	iPads
Current 11/2015	3	24	22

Classroom Technology

	Projectors	Doc Cams	SmartBoards	LightSpeed
Current 11/2015	21	23	12	All Classrooms

	Network Printers	3D Printers	Digital Still	Digital Video
Current 11/2015	13	6	30	10

	Mini-DV Video	USB Microscopes	Headphones	Tripods
Current 11/2015	8	30	40	10

BROADCAST AND PRODUCTION STUDIO

Fully equipped broadcast studio with Production Stage Lighting and Green Screen. Live Streaming/Recording devices enable live streamed daily broadcasts and special events.

	Video/Audio Switcher	Video Monitor	Soundboard	Studio Video Cams
Current 11/2015	1	1	1	2

	TelePromter	Live Stream Device	Studio Computers	
Current 11/2015	1	1	2	

New Resources for 2016-17

Cal Young will continue to manage the replacement cycle for computers and iPads as it can be supported internally and by the district. At this time, Cal Young does not anticipate budgeting for any additional equipment acquisitions except for those currently

in the replacement queue, and 36 unit MacBook Air Cows still expected for delivery as of this update.

Action Plan

Based on the *4J Instructional Technology Skills and Concepts Scope and Sequence* and *NETS*:

NETS Standard 1 – Creativity and Innovation

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

- Apply existing knowledge to generate new ideas, products, or processes.
- Create WordPress ePortfolio websites by all 6th grade students in Tech Lit classes, core classes, and through work in the library. 7th and 8th grade students have ePortfolios that they use to archive, present, and reflect on their work and projects. Students utilize various web and computer applications, and multimedia tools to gather information for reporting and presentation, and find/create and manipulate graphics, photos, and videos for project inclusion and production.
- Create original works as a means of personal or group expression. Language Arts and Social Studies are using their knowledge of basic electronic research and online databases and applying the use of tools such as Powerpoint, Google Drive Tools, iWorks, iMovie, Edmodo, and other relevant Apps for organizing and presenting that information.
- In courses such as Broadcast Media, Digital Photography, 3D Design, Language Arts, Spanish and Social Studies, Science, and Math, students create movies to showcase their knowledge in various subjects. Specifically, Digital Photography students use iMovie, Vimeo, and WordPress ePortfolios, to create a digital portfolio of all their best work from the entire term. They present it to the class and through experiences such as this, the students are able to express their interests and personal style. They include soundtracks in their movies. 3D Design now uses a suite of 3D design tools on both iPads and computers, along with the use of 3D printers to prototype individual ideas, and collaborative projects.
- Our courses will continue to develop opportunities for students to use models and simulations to explore complex systems and issues. **This now includes the opportunities afforded through our established “Maker/Tinker Community” with the addition of 3D printers for a total of 6 PLA 3d printers and a new 3D Laser printer.**

NETS Standard 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.

- Students in Digital Media and Broadcast Media classes, Language Arts, Social Studies, Science, Math, and other electives, use digital cameras, digital video cameras, scanners, other peripheral devices, and web media to create and produce multimedia projects that have multiple audiences.
- Students in Language Arts, Social Studies, and Broadcast Media classes use Google Apps (Presentation slideshow) to collaborate on group presentations and projects. Examples include reports on world cultures, literature study, and PSA script writing.
- A goal for the future is to use online communication apps and/or another tools to engage with students from other cultures
- In Social Studies, Language Arts, Science, and 8th grade Health classes, students work with their peers to collaborate on projects that require them to pose questions, explore the answers, and present their findings in a digital environment that includes text, images, audio, and video.
- All Grade iPad use by students with Edmodo for class assignments, tests, and quizzes; collaborate with Google Drive Apps and Evernote to research and produce presentations and reports.

NETS Standard 3 – Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

- Inquiry-based research is a staple in all library research projects.
- The emphasis at all grades is to give students the opportunity to locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources (online subscriptions, evaluated web sites, other online sources such as blogs, interviews, print sources).
- The general topics are: 6th grade ancient civilizations; 7th grade medieval topics and persuasive issues; 8th grade health and history. 6th grade projects have lots of guidance built in, with progressively more complex tasks for 7th and 8th graders. 8th graders are expected to evaluate web sites as well as Wikipedia pages.
- Ethical use of information and citing sources is included at all levels.
- This instruction occurs with the librarian within the curriculum of Language Arts, Social Studies, Health, Tech Lit, and other classes. As teachers and curriculum change, we need to continually re-establish the importance of research and information fluency.

- In Grade 8, students use digital motion detectors, temperature probes and dual range force sensors in order to digitally collect, analyze and present data.
- Continue to expand the use of online tools for planning. With the iPad 1:1 at **ALL Grades** now, use of Edmodo, Evernote and other iPad Apps will provide additional opportunities for planning. We have begun to integrate the use of the Internet to facilitate interviews and plan to expand opportunities for local and global information sharing. This was put in place 2014 with “live streaming” capabilities through the broadcast studio and remote opportunities.

NETS Standard 4 – Critical Thinking, Problem-Solving & Decision-Making. Students will:

- In Math classes integrate problem solving into their curriculum and use Smartboards, document cameras, calculators, databases, and spreadsheets and iPads Apps at all grades levels as CY is a 1:1 iPad school as of Spring, 2015.
- Utilize Vid-casts and on-line curriculum to extend the learning environment beyond the physical classroom. eBooks are being used with curriculum currently and looked at for new adoptions.
- Promote and provide opportunities in science classes to use USB microscopes, document cameras, databases, spreadsheets, 3D digitizing, and robotics as they solve problems.
- Broadcast Media, Digital Media, Language Arts, and Social Studies students use video cameras, iMovie, and Garageband to create Public Service Announcements presentations that address specific school issues and are shared with the entire school, and now the greater community with “live streaming” capabilities.
- Language Arts, Social Studies, Health, and other students regularly use online search skills and a variety of digital tools to complete inquiry-based research projects that guide students to pose authentic questions and synthesize their results.
- Posing research questions that require students to gather and examine their own data is a goal for the future.
- AVID students and teachers will use iPads and other tech resources in a 1:1 environment to enhance and facilitate teaching and learning. We anticipate this to be at both 7th and 8th grades.

NETS Standard 5 – Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- The library and classrooms integrates instruction on citing sources in the 6th, 7th, and 8th grades as part of research projects and the 6th grade Tech Lit curriculum. The library website has a webpage explaining how to cite sources that includes screencasts and PDF downloads. Cal Young has **licensed EasyBib web-based software** to achieve this.
- Students learn about Fair Use and plagiarism in the process of completing research projects.

- Through the use of Google Apps, students learn appropriate behavior for online collaboration.
- Through Tech Lit and other classes, students learn how to care for digital equipment and to respect network protocols.
- Students in advanced technology classes become tech leaders in the school, in homeroom projects, and other classes.
- Students participate in using blogs and other online resources set up by teachers (on the library homepage and teacher instructional blogs for example).
- All students set up ePortfolios for presenting and archiving their work starting in 6th grade with continued development through 8th grade and hopefully into High School.
- Students in CY Media Pros project group bridge school to community in a shared business venture producing video walk-throughs for realtors with proceeds generated put back into the technology programs.

NETS Standard 6 – Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students will focus on:

- **Keyboarding:** Students apply their keyboarding skills frequently through diverse uses of the laptops. Cal Young has no formal keyboarding instruction for students who lack keyboarding skills, we are exploring ways to integrate systematic practice into other tech-oriented classes. Use of speech to text Apps are also being looked at.
- **General Skills:** In the Tech Lit course, all 6th graders get specific instruction and practice in all General Skills. These skills continued to be supported through research-related projects in the library with all grades. For example, 7th graders have recently completed “flash research” in the library that integrates opening three tabs or windows, constructing an efficient search for a website by using multiple keywords, quickly evaluating the website, then sending the results to the teacher using the 4j student e-mail. All students, starting in 6th grade, establish and use WordPress ePortfolios on the 4J cloud to present and archive their work and work samples. Students use the district “files1 fileserver” for storage and retrieval of content both at school and home. Students also use other “cloud” storage sources and apps such as Vimeo, Edmodo, Evernote, Diigo, etc. Students also learn to use **iBook Creator** software to produce reports and presentation in PDF and iBook formats that can be uploaded to their iPad iBook library.
- **Word Processing:** Word processing using Microsoft Word and Google Drive is integrated into classes throughout all grades at Cal Young. Tech Lit gives 6th graders a foundation in most areas of word processing. The research projects (Ancient Egypt for 6th grade, Persuasive Topics for 7th grade, and the Career project for 8th grade) include use of Word, as do shorter projects throughout the year. These projects include inserting an image into a document and including attribution. Students use Edmodo, Evernote and other apps with 1:1 iPad integration in Science, Social Studies, Language Arts, and some Electives.
- **Concept/Idea Mapping:** Graphic organizers are used in Tech Lit and with other

research projects for planning and story-boarding. Slideshow presentations for both 6th grade Tech Lit and the 8th grade Health research project give students experience with story boards, and 7th and 8th graders use mapping to plan their major research topics. In addition, Language Arts teachers frequently use graphic organizers for pre-writing activities. A goal is to do this planning with digital tools instead of paper and pencil.

- **Equipment Use:** In Tech Lit, Digital Media, Information Design, and core classes, students learn how to capture, and edit images for their a myriad of presentations and applications. They also have access to and learn how to use digital still and video cameras, audio apps and equipment, Smartboards, projection devices, computers, iPads, iPods, media broadcast tools, and other content generation and internet application devices.
- **Graphics:** In Tech Lit, all 6th graders do a **iBook** project and Photoshop projects in which they manipulate objects and edit images. All students have opportunities for additional exposure to Multimedia tools and apps through a variety of electives and integration of these tools and apps through their core classes. Examples of media preparation and content generation/production for presentation and reposting is evidenced in all grades in Language Arts, Social Studies, Science, Math and some elective outside the technology electives. (
- **Presentations:** 6th graders each complete a PowerPoint presentation in Tech Lit, and all grades in Social Studies, and Language Arts classes. As 8th graders, students research a health-related topic and present their results in a PowerPoint (or Google Slideshow) presentation, iMovie and other types of presentations. 6th, 7th and 8th graders also complete a variety of Multimedia presentations in Social Studies and Language Arts, Digital Media, Broadcast Media, Information Design, and Leadership classes using computers and iPads in the 1:1 environment. Students are expected to also use their WordPress ePortfolio for presenting their work as well.
- **Multimedia:** The Tech Lit class introduces GarageBand and iMovie, and other Multimedia tools and apps to all 6th graders, giving them a solid basis in creating a producing projects that includes digital images, soundtracks, transitions, titles, and credits. All grade level Language Arts and Social Studies classes have built on this process by having students create movies based on books they have read or by presenting a poem through an iMovie. **iBook Creator is also becoming an important tool for this, especially with CY being a 1:1 iPad school; student generated reports and presentation tie directly to iPad curriculum integration opportunities.**
- **Spreadsheets and Databases:** The Tech Lit class includes instruction in the basics of spreadsheet vocabulary and leads students in creating a number of spreadsheets and graphs/charts. Students are required to insert these charts into Word documents. These activities are carried on in Science and Math classes across all grades, and with 1:1 iPad App use (Numbers, Excel, Google Sheets)
- **Internet Use:** Beginning with Tech Lit in the 6th grade, students at Cal Young navigate the Internet and learn appropriate use, copyright protocol, and evaluation of websites. Throughout all 3 years, students receive specific instruction in these areas through research projects in the library. All 7th graders

complete activities related to evaluating websites and 8th graders build on this background by evaluating Wikipedia articles. 8th graders create Google Sites in conjunction with Social Studies research and/or Language Arts Literature Circle projects. All Students use WordPress ePortfolios to help facilitate presentations, archiving work samples, evaluation, and self-reflection.

- **Communication:** Students communicate digitally with each other, their teachers, and others through e-mail, Google Drive apps, Edmodo, Evernote, WordPress ePortfolios, and other cloud apps. **We now extend communication opportunities to the local community and beyond with “live streaming” broadcast capabilities - implemented Fall, 2014-15.**
- **Search Tools and Research Strategies:** Through large and small research projects in the library throughout all grades, students use multiple search engines, use VIA for finding books, use online databases and encyclopedias, differentiate between primary and secondary sources, and determine which source is best for which topic.
 - 6th grade students use World Book Student, World Book Early Peoples, Gale Virtual Reference Library, and Gale Student Resources in Context for their research into Ancient Egypt and ancient biographies. They learn to use functional keywords in their Internet searches and to evaluate the author/organization of a website.
 - 7th grader students complete research on Islam, building on the skills and resources acquired during 6th grade. They also do a Persuasive topic project during which they learn to use Gale Opposing Viewpoints and to evaluate websites for bias.
 - 8th grader students complete research on topics related to U.S. History and Health and they do an extensive career project in which they learn to use primary sources and community resources.
- **Citing Sources:** Throughout all the research projects in the library, and in classes, students learn to make bibliographies. They learn to find the citation when it is provided in online subscriptions, and to create a citations using Citation Maker for books and websites, and the EasyBib web-based note-taking and citation App.

Professional Development and Training

Design a plan of professional development needed to learn new strategies and methods for using and integrating 21st Century tools into their curriculum.

- We have established optional monthly technology sharing meetings where “experts” in the building share information on hardware, software, or technology systems that have educational value. Topics to be covered will include: troubleshooting common computer issues, Synergy grading and reporting features, data asset filtering in Synergy, WordPress ePortfolios and instructional blogs, SmartBoard tips, screencasting, and tips for getting the most out of installed and cloud-based apps.
- All staff iPad and technology PD opportunities are regularly scheduled. This along with regional school and district opportunities provide staff with

opportunities to develop meaningful curriculum integration skills. **We will have end of the year technology needs surveys to help plan for future teacher planning, sharing, and PD forecasting.**

- The Technology Leadership Team will check the 4J district technology offerings and regularly remind staff about upcoming opportunities. Opportunities for in-school PD and in-services will also be evaluated. All activities are coordinated by the this team, Leadership, and Admin.

Maintenance

- Teachers will be expected to regularly clean their room projector filters or make arrangements with TSS due to inability to access projector filter. TSS will prompt staff on a monthly basis. Staff with computers will be expected to power cycle their computers biannually. Staff and students will be expected to notify TSS about visible damage to equipment.
- Teachers are expected to use the NetHelp email communication to register "trouble tickets" for any issues that they can not resolve. Staff have been provided the necessary email links and phone numbers.
- TSS, with notifications from staff and students, will repair or send out for repair any hardware damage on equipment, as covered for by warranties and so long as funds for repairs are available and repair is deemed necessary. The TSS will regularly update computers as *important updates become available after checking for stability and/or incompatibilities, and as time permits. During the summer months the TSS will run detailed Hardware checks on student computers (memory, HDDs, processors, keyboards, cases, monitors) and iPads, and do maintenance as required, and as resources are available (this may be done as part of an extended inventory check)
- Computers will be imaged annually or as major system changes become available, new software, operating systems, etc.
- Maintenance funds will be directed towards upgrades where upgrades will do more good than the purchase of entirely new hardware, and upgrades will be selected whenever possible when selecting components for repair.
- iPad Carts are managed by student iPar cart managers

*important updates are those for security and application stability.

Cost and Funding

Cal Young is now expecting the 4J district to take responsibility for developing an annual budget based on a 3 year acquisition and replacement cycle for student and staff technology equipment, software, resources, and PD training costs. This is in line with supporting Enterprise level technology demands as modeled in both larger public institutions including K-20 school districts and universities, and private sector organizations. Of course this is dependent on Bond Measure funding, and legislature budget decisions.

We do not believe that buildings should be or can be responsible for this level of necessary educational technology funding. The district has made great strides in how technology resources are acquired and distributed in a fair and equitable manner in the Eugene 4J District. We hope to see that continue.

CY is committed to supporting the district and state-wide technology goals. To that end:

- The CY TLT recognizes the need to implement a regular replacement schedule and new equipment schedule. It also recognizes the need to stay current with software upgrades for software licenses, as well as purchase new software as deemed necessary. We have made this a priority in order to facilitate and maximize teaching and learning opportunities in the classroom.
- The CY TLT also recognizes that the funding process and acquisition of new and replacement technology CAN NOT rest on the shoulders of individual buildings; that there must be a concerted effort and commitment by the Eugene 4J School District School Board and Superintendent to put in place a funding mechanism that will truly make technology acquisition and access for all students a priority and reality. We will work with the district help that process.
- CY is committed to support a 1:1 technology tools/device access for all students, as it can through dedicated building funds and fundraising.
- CY is committed to being early adopters of evolving technologies.
- CY is committed to work with the district to partner in supporting the installed 1:1 iPad base, but expect the district to have repair and replacement cycle fir iPads as part of their annual operations budget.
- CY is committed to ongoing PD, technology in-service and training for its staff.
- CY TLT will meet scheduled. Regularly to support school, staff and district initiatives regarding technology intergartion.

Assessment

Discuss ideas for how the effectiveness of integrating instructional technology tools will be measured:

- We plan to survey the staff concerning their use of technology in instruction annually. The baseline survey that we did last year will provide a basis for comparison as to our success with moving a greater percentage of our staff toward the goals and objectives in this document. We need to add items that survey staff about their perception of student expertise of specific tech tools, as well as their own use.
- In the past, the baseline survey has helped us with planning for professional development and equipment and software needs for next year. Continued surveys will help us fine-tune these plans and provide opportunity for staff to give feedback. This will be especially true for the iPad 1:1 Apps evaluation as the technology and resources develop at such a high frequency.

- A focus of a Cal Young TLT meeting at the middle of the year and at the end of the year will be dedicated to reviewing our goals and objectives as well as the rest of this document so that we can determine accomplishments and identify strategies and tactics to achieve goals that we might not have fully achieved. We will make a checklist from that review and use it as a starting point for the beginning of the 2015-17 year. This will also provide a basis for any revisions for the overall plan in the coming year.
- We would like to survey students every year (pre and post at the beginning and end of the year if possible)) about their use of technology and their comfort level with a variety of applications. Student self-assessment would be a valuable complement to teacher observations and to the staff survey. This will be ongoing, and done through the use of survey Apps using iPads.

Obstacles

- Access to classroom sets of computers is limited. This has become even more difficult as classroom numbers exceed the number of computers on our COWs. We are hoping that with the Technology Bond money, CY's end of life computers (which are basically all the current COWs) are replaced in 2014-15. Our understanding is that was supposed to happen in 2013-14. **Update Fall, 2015:** This in fact did happen! **The obstacle now will be ongoing maintenance and replacement of equipment.**
- We anticipate rolling out the 1:1 iPad Project to the 7th grade in 2014-15. With that we know there will need to be additional PD, in-service, and training. While teachers are committed to that, scheduling that time will be a challenge. Finding a means to release teachers for at least one half day for PD per term will be important. **Update Fall, 2015:** Cal Young is now a 1:1 iPad school. PD for iPad training has been built into the PD schedule for the year. This is an ongoing obstacle; finding the time to schedule future technology needs PD as it competes for other PD opportunities.
- Staff are more comfortable using a variety of technologies, but still experience some overwhelm when learning new applications, systems, etc., is necessitated. The overall greatest concern is that students have ongoing access to technology systems so when staff integrate technology in their curriculum, students are supported in using it – we hope that access becomes a mute point with being an iPad 1:1 school. **Update Fall, 2015:** The overwhelm has lessened, but with new staff, it is still an obstacle in finding ways to bring them up to speed.
- Staff laptops need to be replaced! They were purchased in September of 2008. While we have replaced some, we need to replace the rest with MacBook Pros.
- LCD Projectors need to be replaced in all classrooms where they have not been replaced – with HD Projectors. **Update Fall, 2015:** Laptops and projectors have been replaced.
- Time for multiple training opportunities and appropriate scaffolding required to successfully integrate new technology remains an obstacle at Cal Young as stated above if teachers are to fully integrate new hardware and software. But, this will always be a need to be addressed due to the nature of evolving technologies, and the advancement of student digital literacy and experience;

evidenced as we are continually adjusting expectations with incoming 6th graders each year.