



# MAGNOLIA PUBLIC SCHOOLS

## Board Of Directors

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Board Agenda Item #	II E
Date:	December 10, 2015
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Musa Avsar, MSA4 (Teacher/College Advisor)
RE:	Approval of MSA4's Instructional Technology Plan

### Proposed Board Recommendation

I move that the board approve MSA-4's Instructional Technology Plan

### Background

We have been receiving IPADS from the LAUSD as a part of Proposition 39. In 2003, Proposition 39 imposed a mandatory duty on school districts to provide their charter school students facilities that are "reasonably equivalent" to those used by noncharter students within the district. The charter school facilities must be contiguous, similarly furnished and equipped and located near the area in which the charter wishes to locate.

MPS Board's approval is required by our authorizer (LAUSD) before our students receive their IPADS this year again. Once, this plan is approved we will receive 199 IPADS for our students from the LAUSD to be used for instructional and testing purposes until June 9, 2015.

### Budget Implications

No Budget implications

### Name of Staff Originator:

Lisa Ross, Musa Avsar

### Attachments

MSA4's Instructional Technology Plan



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## Overview

As more schools focus on how to best use technology to enhance teaching and learning in their own environments, this School Instructional Technology Plan is being integrated into the Single Plan for Student Achievement as an addendum. Completed by each school's Instructional Leadership Team, it will help guide your planning to achieve a range of goals, including some that wouldn't be possible without instructional technology integration.

**Please make a copy of this Google Doc; add your school's name to the filename; and BE SURE THE NEW FILE HAS THE SHARE SETTING "ANYONE WITH LINK CAN VIEW."**

### 1. School Information

#### School Name

Magnolia Science Academy 4 Venice

Location Code	Local Education Service Center	Phone Number
8011	XR	(310) 473-2464

#### Board of Education Representative

Dr. George McKenna

#### Principal's Name

Lisa Ross

#### Principal's Email Address

lross@magnoliapublicschools.org



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**Primary Contact (if other than principal)**

Name	Position	Email Address

## Vision

2. To what education technology tools do teachers have regular access at your school?  
*(Highlight all that apply)*

<p>Laptop / Convertible</p> <p>Tablet</p> <p>Classroom Desktop Computer</p> <p>Digital Camera (stand-alone)</p> <p>Video Camera (stand-alone)</p> <p>Green Screen</p>	<p>Interactive Whiteboard</p> <p>Videoconference Equipment</p> <p>Apple TV</p> <p>Projector</p> <p>Document Reader</p> <p>Classroom Amplification System</p>
<p>Other (describe): iPads</p>	

3. Describe how teachers use each of the instructional technology tools highlighted in Question 2.

Our teachers uses the **laptops** for instruction on a daily basis. They are able to use this in conjunction with the **Apple TVs** and **projectors** to project for the students. The **document readers** are also used to allow for both students and teachers to project when the Apple TVs are not available. The **digital cameras** and **classroom desktop** computers are both used mostly by students in order to do projects and reports. They are more engaged in their learning when they are able to produce by using the technology as instructional tools.

We also offer computer courses to our students. Last year, the iPads were used by our students to conduct research, complete computer adapted assessments and to create presentations. Students use the device to progress their thinking process.

We have purchased digital textbooks and are in dire need of the devices to use them for



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this purpose.

4. Use the table below to describe your students' general access to computers or tablets: **Highlight one scenario** in the left column, and the **level of access** in the right column. (If the context varies by grade band or doesn't match one of the descriptions, please describe in the final row.)

<b>1:1 (provided by school, district, or PTO)</b>	24/7 All-Day
1:1 (combination of bring-your-own devices and devices provided by school, district, or PTO)	<b>Part Day</b> 2-4 times/week
Shared cart devices	Once a week Less than once a week
<b>Computer lab</b>	N/A
<p>If the context varies by grade band or doesn't match one of the descriptions above, or if you'd like to add information about your students' access to education technology, please briefly describe here:</p> <p>Some of our students had access to our computer lab and iPads. Others had access only to the iPads during the day. This was not the case all year as our students did not get their iPads until April 2015.</p>	

5. To what type(s) of computing devices do students have greatest access? (Highlight all that apply, and add device age in the second column)

Device Type	Age of Devices
Android	
Chrome OS	



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iOS	
Linux	
OSX	
Windows	1 year

6. To what other education technology tools do students have regular access at your school? *(Highlight all that apply)*

Digital Camera (stand-alone) Video Camera (stand-alone) Green Screen Interactive Whiteboard	Videoconference Equipment Apple TV Document Reader Classroom Amplification System
Other (describe):	

7. Describe students' current use of education technology tools. Please include examples of how students use the tools.

Our students currently have access to technology by way of a computer lab. Students conduct research, create documents, presentations and flyers for school activities.

8. What is your school's vision for integration of technology to enhance student learning? *(Vision Statement)*

MSA-4 Venice's seeks to create a classroom that is blended and fosters the use of technology as more than an instructional tool for the teacher. It is our goal that students use technology to create and innovate. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society.



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## Leadership and Change

9. Please list the name, position, and email address for each member of your Instructional Leadership Team (ILT). *(Add or delete rows as needed.)*

Name	Position	Email Address
Lisa Ross	Principal	lross@magnoliapublicschools.org
Musa Avsar	College Counselor/Teacher	mavsar@magnoliapublicschools.org
Scott Smith	Teacher	ssmith@magnoliapublicschools.org
Deirdre L Roy	Parent	dlroy39@yahoo.com

10. Describe how students and parents will participate in planning and implementing instructional technology integration.

We invite our parents to parent meetings where we discuss integration and seek their valuable input. We have also planned parent workshops around technology usage and digital safety to support our parents as partners in creating a student population who is globally aware and responsible.

We will also create a “Geek Squad” where students serve as technicians. They will be tasked with troubleshooting, presenting PD to teachers and provide training to parents.

11. How often does your ILT meet for planning that includes instructional technology integration?

We meet weekly as a team.



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## Instructional Technology Integration Goals

### 12. List your instructional goals and strategies from the Local Control and Accountability Plan (LCAP) or Single Plan for Student Achievement (SPSA)

<p><b>English Language Arts</b></p>	<p><b>Goal: Students will attain proficiency in core subjects (ELA, Math, Science and History) and electives.</b></p> <p><b>Key Strategy(ies): Monitor students performance towards targets, including grades, state assessments, internal assessments and other benchmarks in each subject area.</b></p> <p><b>Provide additional supports and interventions as needed.</b></p>
<p><b>Math</b></p>	<p><b>Goal: Students will attain proficiency in core subjects (ELA, Math, Science and History) and electives.</b></p> <p><b>Key Strategy(ies): Monitor students performance towards targets, including grades, state assessments, internal assessments and other benchmarks in each subject area.</b></p> <p><b>Provide additional supports and interventions as needed.</b></p>
<p><b>English Learner Programs</b></p>	<p><b>Goal: EL Students will gain EL proficiency through the implementation of CCSS.</b></p> <p><b>Key Strategy(ies): ELD instruction aligned to CCSS and monitor students progress. PD targeting strategies that support ELD.</b></p>
<p><b>Additional Instructional Goal(s)</b></p>	

### 13. What goal(s) do you have for technology integration to support those instructional goals? The International Society for Technology in Education [student standards](#) (categories listed below) may provide an area of focus; or, you can choose "other" and describe your goal(s). *(Highlight selection[s] below)*

*Note: Standard 5, Digital Citizenship, is covered in a separate section of this plan.*





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**Standard 1: Creativity** -- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

**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.

**Standard 3: Research and Information Fluency** -- Students apply digital tools to gather, evaluate, and use information.

**Standard 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.

**Standard 6: Technology Operations and Concepts** -- Students demonstrate a sound understanding of technology concepts, systems, and operations.

**Other (describe):**

- 14. How will you support grade level / departmental planning to achieve your instructional technology goals to enhance teaching and learning?** *You may want to use these templates ([elementary](#) / [secondary](#)) to create an overview of your plans. These examples may be helpful ([elementary](#) / [secondary](#)).*

Teachers will be given time by way of department meetings and be sent to technology based professional developments to provide relevant and up-to-date trends in blended education.

[MSA4- Instruction Template](#)

- 15. How do you plan to use technology to differentiate and personalize instruction and learning so that students who need more support receive it, while advanced students move at their own pace?**

MSA 4 Venice uses Fuel Ed, APEX and Revk-12 as a means by which to personalize and differentiate instruction. These programs allow for student learning to occur at a pace that is most conducive to the students' needs. This is done in a classroom with a teacher who is knowledgeable in the content area to serve a supportive facilitator.

We currently use MAP (Measures of Academic Progress) twice per year and formative



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assessments (McGraw Hill/teacher created) at regular intervals. We have also incorporated the interim assessments offered by CAASPP and spend time analyzing our CAASPP data.

**16. How will you use the Classroom Support Tool to monitor the quality of instruction that integrates technology to meet the goals you've set?**

We use peer-to-peer and department collaboration to support quality instruction that effectively integrates technology. Tech teacher leaders will be used. Our ILT will also provide consistent feedback and support to staff.

Implementing Google Classroom to empower students to create, participate, and collaborate effectively using Google Apps for Education, specifically Google Docs, sheets, forms, and slides, this allows for a Blended Learning format to tailor to the needs of each student. Students can also produce projects and participate in STEAM activities. Magnolia 4 will work to improve student literacy by implementing Accelerated Reader program. Reading assignments will be made based on student assessment data. The difficulty will be increased as student reading comprehension increases.

**17. How else will you measure progress toward your technology integration goals, and the impact that implementation is having on teaching and learning (e.g., student portfolios, showcase events, and other data)?**

Quantitative: CAASPP, grades, end-of-unit assessments, portfolios.

Qualitative: Our students will be able to create and maintain digital portfolios, present projects and collaborate on shared research papers.

**18. Does your school have a digital curriculum, and if so, what is your plan for using it to enhance student learning?**

Fuel Ed, APEX, McGraw ConnectEd, Study Sync, ALEKS, BrainPOP, Discovery Island, Word Press, Eliademy, Edmodo, DuoLingo, Quizlet and teacher created curriculum.



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The online platforms allow for personalization and differentiation of instruction. Our teachers will function as technology leaders/facilitators.

## Professional Learning Plan

### 19. How will you facilitate professional learning? *(Highlight any that apply)*

Support school site sessions facilitated by ITF (after school and/or Saturdays)	Encourage other professional development supported by an expert
Develop a peer mentoring or coaching system	Fund teacher attendance at conferences
Schedule time during full staff meetings	Schedule time during grade-level planning (elementary) or department planning (secondary)
Encourage student co-facilitation of professional development	Schedule faculty visits to exemplary school(s)
Schedule opportunities for teachers to observe each other, co-plan, etc.	Other (describe):

### 20. How will you build capacity among teachers to sustain the continuing growth of teachers and students using technology as a tool to support teaching and learning?

There will be time scheduled for teachers to work together to support one another - peer-to-peer collaboration. Teacher-leaders will be identified and used to assist others along in the process of seamlessly infusing technology into the instructional day. We will also visit schools that are further along in the implementation of technology and bring in outside experts.



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## Digital Citizenship

**21. What type of digital citizenship plan are you using? When and how will you introduce it to faculty? ([Sample Presentation](#))**

We will use Common Sense media. It was introduced to our faculty during one of our Tuesday staff/PD meetings.

**22. How will digital citizenship be introduced to your students?**

Host a kick off assembly followed by weekly lessons incorporated into our SSR/Advisory classes.

**23. Use the table below to develop a plan for *basic* digital citizenship education at each grade level. This [example](#) shows one of many ways in which you might organize Common Sense Media [lessons](#) so that students to have broad exposure to digital citizenship content without repetition from one year to the next.**

Grade Level/Subject	Lesson Title(s)
6th	Stranger Danger
7th	Sharing is not Caring on the Internet
8th	Golden Rule
9th	Would You like that to happen/be said to you?
10th	Hold Back Some in the Information Age.
11th	Being the Best You Can Be
12th	Delete - Is it Really Gone?



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**24. What do you expect of students and faculty in regards to digital citizenship in one year? two years? three years? (e.g., special digital citizenship events; students' use of social media; citation of sources as early as first grade; evaluation of websites)**

1. Digital citizenship shared with students.
2. Students share digital citizenship with others in various ways.
3. Students are able to contribute and assist with the maintenance of the school's website.

**25. What professional development is needed to support those expectations?**

Teachers and students will need training on digital citizenship and exposure to the school's website. To achieve this, PD will be a not be segmented but will become more fluid in that technology will be incorporated throughout every aspect of Professional Development.

**26. What is your plan for parent education on digital citizenship?**

- Provide information on digital citizenship via brochure, flyer and link on school's website.
- Include a technology contract in our Student/Parent handbook.
- Share out information on digital citizenship at each parent meeting.
- Digital citizenship workshops.



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## Parents, Community, and Culture

**27. Describe your plan for parent education and involvement in the integration of technology for student learning.** *(How often will you have school-wide parent meetings? How will you publicize them? Will you have more frequent parent workshops? How frequently? Please be specific.)*

- Monthly parent meetings.
- Parent needs assessment surveys will be used to gather data to determine what trainings might be needed.
- Parental input for SPSA and LCAP.

**28. Who coordinates your parent education/involvement? (Please include name; position/role; email address; and phone number.)**

Name	Position	Email Address
Lisa Ross	Principal	lross@magnoliapublicschools.org