

SILVER FALLS SCHOOL DISTRICT TECHNOLOGY PLAN 2009-2011



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A. DISTRICT GOALS AND OBJECTIVES

1. District Mission Statement

Silver Falls School District provides a learning environment where the highest priority is excellence in education for every student. In partnership with parents and the community, the District offers a quality education for each student through high expectations for academic achievement, excellent employee performance, and a safe supportive environment.

2. District Technology Goals

By spring 2011 100% of district eighth graders will be technologically literate as measured by Info Source post-test data and other relevant measures.

Strategy/Activity What activity will be implemented?	Evidence of Implementation How will you determine (know) and monitor that the strategy/activity was implemented?	Timeline for completing the activity	Persons Responsible Who will provide oversight for implementation, monitoring and evaluation of strategy?	Evaluation How will you measure the effectiveness of the strategy?
Standardize classroom technology used in the District.	Develop standardized software and hardware configurations for each school. i.e. Windows XP or newer, MS Office 2003 or newer, wireless internet access, a teacher computer, student workstations, LCD projector/monitor, document camera	Spring 2011	District Technology Coordinator and committee Administrators	District technology inventory Student accessibility to the internet Teacher/student survey data each spring
Increase bandwidth throughout the District to provide equitable Internet resources for all students.	Increased connectivity via fiber optic or point to point	Spring 2010 three schools increased to point to point. Spring 2011 one school will increase to fiber optic.	District Technology Coordinator and Senior IT Specialist	Increased connectivity across the District. Increased reliability and stability across the District.
Strategy/Activity What activity will be implemented?	Evidence of Implementation How will you determine (know) and monitor that the strategy/activity was implemented?	Timeline for completing the activity	Persons Responsible Who will provide oversight for implementation, monitoring and evaluation of strategy?	Evaluation How will you measure the effectiveness of the strategy?

Integrate technology into the K-12 curriculum and instruction including accessing, evaluating, and creating information to improve student academic achievement.	See Title IID SD Plan	See Title IID SD Plan	Title IID Coordinator	See Title IID SD Plan
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**Silver Falls School District provides full compliance with the Children’s Internet Protection Act (CIPA) by having all web access filtered at the ISP level.

3. Standards for Achievement

Learner, Teacher, and Administrator Standards

The learner, teacher, and administrator standards addressed in this document reflect the International Society for Technology in Education (ISTE) National Educational Technology Standards for students & teachers (NETS), (See Appendix 4) and the Oregon Educational Technology Standards. (See Appendix 4)

Alignment with CIP (From 2009-11 SFSD CIP)

All students will have access to and develop proficiency in utilizing technology to improve their academic achievement. See Title IID SD Plan, Appendix 5

The District CIP goals for 2009-11 are under consideration and will be submitted November 15, 2009 to ODE. We do know at this time they will focus on expansion of the PLC model, increased student achievement in reading and math and increasing student achievement in reading and math for the subgroups: ELL and SpEd. 2007-09 CIP goals reflected a 5% increase in reading and math for all students and all subgroups as measured by OAKS. At this time data analysis demonstrates the subgroup: students with disabilities did not make our 5% goal. As a result, two of our schools have fallen into year one of school improvement status for 2009-10 SY. The District is taking all required steps to address the school improvement issue.

To address the specific needs identified the District has purchased updated hardware, software and research based curriculums for all special education classrooms and programs. All students have internet access either in their classroom or in a lab setting. Most students’ grades 5-12 complete a minimum of one significant class project requiring online research and visual presentation using technology. Additionally, the district has prioritized training for all staff, including special education teachers in the area of educational technology.

Demonstrate significant increase of student access to technology for the purpose of supporting academic achievement:

- Inclusion of eight computer labs at the NEW Silverton High School.
- Secured a one to one laptop grant at Central Howell School from WESD/Intel
- Purchased new computers for every special education classroom and program
- Schools across the district have prioritized purchasing document cameras, LCD projectors and smart boards.

Assist every student – regardless of race, ethnicity, income, geographical location, or disability – in becoming technologically literate by the end of eighth grade: See Title IID SD Plan, Appendix 5
All students in grades 3-8 who participate in state assessments complete their testing online.
Instruction in keyboarding provided to students at most schools.

Integrate technology into curriculum and instruction through high quality professional development based on relevant research and Oregon’s Instructional Technology Common Curriculum Goals:
None noted
See Title IID SD Plan, Attachment 5

Documented professional development to support teachers in integrating technology into instructional program:
Teachers participate in seminar on web-design for classroom teachers to increase communication with families regarding assignments and grades.
Training provided for teachers wishing to implement online grade book program in conjunction with Student Information System.
Title grant funded staff development on integrating technology at Eugene Field.

Alignment with State Educational Technology Standards and New Oregon Diploma

The focus of the Title IID Ed. Tech Plan is to increase student achievement through the integration of technology into instruction. Our Title IID plan is aligned to the new Ed. Tech. standards. The new standards are aligned to the new Oregon Diploma. See appendix 4

Parental Involvement and Increasing Communication with Parents

The following technology will be used to communicate with parents:
Google Apps for Education, (student assignments, projects and online collaboration with others)
Moodle, (student assignments, projects and online collaboration with others)
Pinnacle Internet Viewer (Student Information System, attendance, grade book)
District and School Websites, (calendar, meal menus, current information, homework, contacts)
One Call Now, (automated phone messaging system)

The use of these technologies will be advertised via the usual means, District website, school newsletters, school websites, automated phone messaging system.

B. PLANNING AND IMPLEMENTATION PROCESS

1. History and Current Planning

In June 1997, Silverton Elementary, Silverton Union High School, Monitor, Silver Crest, Victor Point, Evergreen, Pratum, Scotts Mills, Bethany, Central Howell, and Butte Creek Elementary School Districts unified to create the Silver Falls School District. This created a district of approximately 3,600 students and 260 square miles of area. In 2004, Bethany Elementary became a charter school.

The Silver Fall District Technology Committee was formed to coordinate technology planning and implementation and to undertake the development of a Technology Plan that will unify the District’s technology program. This Committee has solicited input from the educators in the District and from community members, parents, and business leaders, in the development of this plan.

2. Assessment and Identification of Needs

The District Technology Committee will annually identify current and future priorities and needs. The assessment, evaluation, and identification of priorities and needs will be presented to the District in the form of a State of Technology Report. District staff development needs will be surveyed each spring via online survey. See Title IID SD Plan, Attachment 5. Telecommunications and hardware will be assessed by the District Technology Department.

COMPUTERS PER BUILDING AND PER STUDENT

SCHOOL	# STUDENTS	T1 LINE	STAFF COMPUTERS	STUDENT COMPUTERS	STUD/COMPUTER
Bethany	130	Fiber	12	62	2/1
Butte Creek	284	T1(shared)	29	104	2.7/1
Central Howell	153	T1(shared)	14	53	2.9/1
District Office		Fiber	12		N/A
Eugene Field	498	Fiber	43	77	6.5/1
Evergreen	80	T1	6	27	2.9/1
High School	1225	Fiber	132	480	2.5/1
Mark Twain	273	Fiber	35	101	2.7/1
Monitor	73	T1(shared)	11	29	2.5/1
Pratum	75	T1(shared)	7	33	2.3/1
Robert Frost	402	Fiber	36	124	3.2/1
Scotts Mills	117	T1(shared)	15	34	3.4/1
Silver Crest	144	T1(shared)	17	52	2.8/1
Victor Point	159	T1(shared)	14	47	3.4/1
TOTALS	3,553		383	1223	3/1

3. Future Planning and Coordination

The District has developed a Technology Committee with representation from each school, the community, and the district office. The structure includes sub-committees and temporary task forces to develop and recommend strategies on specific technology issues. These sub-committees include Technology Plan Development, Staff Development and Training, and Technology Use to Improve Student Performance. Recommendations for school improvements in technology will be reviewed by the District Technology Committee.

a. District Technology Committee

Silver Falls School District has established a District Technology Committee. The members of this committee include: District Technology Coordination Team and school building technology representatives. The primary responsibilities of this committee are:

- Annual revision of the District Technology Plan and Title IID Plan relative to Oregon Ed. Tech. standards
- Annual evaluation of hardware needs and recommendations for future centralized purchases
- Identification of priorities and needs via online survey of teachers and pre and post assessment data of students.
- Development of a budget request.
- Coordination and review of technology-related programs.
- Liaison with other District committees.
- Review State of Technology Report; provide feedback and input.
- Review proposed budget request; provide feedback and input.
- Coordination of technology integration with Consolidated District Improvement Plan.
- Identification and development of potential collaborative technology related activities.

The District Technology Committee will meet two times a year specifically to evaluate the Technology Plan and adjust as needed. Once in the fall and once in the spring the District Technology Committee, in collaboration with the District Curriculum Director, will discuss and evaluate the following specific goals as laid out in the Technology Plan. The committee will then present a report to the administration with recommendations on what improvements in technology can be made with respect to the Technology Goals.

b. The District Technology Coordination Team

The District Technology Coordination Team which will consist of the Network Manager, a Technology Administrator, a Technology Coordinator, the Curriculum and Instruction Coordinator, and teachers from primary, middle, and high school levels. This team provides direction and technology recommendations for the District Technology Committee.

The District Technology Coordination Team will participate in regional and statewide technology planning activities coordinated through Regional ESD.

Members of the District Technology Coordination Team will participate in District committees including Consolidated School Improvement Planning, Technology Planning, Budget, and Operational Development and advise committees on technology-related activities impacting District operations and school improvement.

c. Site Council/School Technology Committee

School-wide technology activities will be coordinated by school Site Councils. The school site council will periodically review and incorporate technology plans into the school improvement plan. These responsibilities include:

- Development and updating of school technology plans
- Coordination of school assessment and evaluation process
- Identification of development of school priorities and needs
- Coordination of implementation of school technology-related programs
- Coordinating integration of technology into the School Improvement Goals

d. Special Planning and Implementation Issues as discussed in Section C PLAN OF ACTION, other District committees will have responsibilities that relate to the District's technology efforts. These include:

- Curriculum Committees -- with responsibility for technology integration into the curriculum and professional development.
- District Administrative Team -- with responsibility for developing strategies to use the District's technology infrastructure for administrative and operational purposes. This team will also coordinate the Title II (D) Ed Tech funds.
- Director of Special Services has responsibility for determining how to use technology to serve the needs of special education students.
- Library Media Specialists -- with responsibility for coordinating library media technology services including research centers, multimedia production centers, cataloging/circulation system, and other media uses of technology.
- Additional District-wide technology issues may be addressed by the District Technology Committee or in coordination with other District committees. These issues include:
 - Equity issues
 - Lifelong learning programs
 - District web site coordination
 - Acceptable use policy and procedures
 - Email policy coordination and procedures
 - Grants
 - Other technology related issues not specifically addressed

4. Communication Strategies

The District will maintain and improve internal and external electronic communication and information systems, including a District e-mail distribution list and web site, to help keep District staff informed about District activities in technology and school improvement. Each school will maintain a website that will provide parents with a variety of information, from activities schedules to grade and attendance information about their children. The District will also provide information to the community about its technology activities through school newsletters, open houses, parent notification systems, and District wide web pages.

5. Staffing

Silver Falls School District will maintain District technology staff in charge of training and networking for the District. In addition, the District will retain training support person(s), as well as technical support person(s) as funding permits. Each school will designate a District Technology Committee Representative.

a. District Technology Staff
District Technology Administrator

A member of the District administrative team that acts as a liaison between the technology committee and other committees, as well as, other district administrators.

District Technology Coordinator

- Directs the District Technology Committee toward fulfillment of its responsibilities.
- Coordinates the efforts of Senior IT Specialist(s), Network Specialist, Helpdesk Manager, Computer Technician(s) and District Technology Committee.
- Directs the implementation of State and District Technology Plans.
- Directs the evaluation and revisions the District Technology Plan.
- Maintains District standards in content, licensing and copyright requirements of software.
- Coordinates and reviews technology-related programs.
- Oversees the Silverton High School Student Assistant Technology Program, which includes local TV operations.
- Oversees district hardware and software inventories and purchasing.

Senior Informational Technology Specialists

Provides technical support and coordination of District Wide Network Services.

Helpdesk Manager

Oversees the District Technology Helpdesk system. Assigns helpdesk tickets to Computer Technician(s) and Students. Oversees the Technology Assistant Program at the High School. Trains students in the use of technology skills. Coordinates with network administration and support staff.

Computer Technician

Diagnoses, repairs, and fixes desktop problems throughout the district. Also assists in training of technology students.

Technology Training Support Person (Future proposed position)

Develops Staff and Parent volunteer training opportunities and coordinates the integration of technology curriculum. Participates in the development of Student Technical Internships.

District Technology Committee Representative

Routes technical problems toward resolution.

Mentors staff members in technology use and/or development.

Coordinates with staff in previewing, selection and purchasing of software to maintain District educational standards.

Serves on District Technology Committee and may serve on any current Curriculum Committee.

C. PLAN OF ACTION

1. Curriculum and Instruction Integration

The District will develop strategies to integrate technology into the curriculum and instruction to assist students in achieving the Oregon Standards in all relevant subject areas. The District has established curriculum committees that are addressing Language Arts, Math, Science, Social Science, Library Media, Health/Science, and Fine Arts curriculum issues and student assessment. These committees will be charged with addressing how technology can be used to increase and document student achievement and the use of technology as an alternative learning environment and strategy for students in danger of not meeting the Oregon and District standards. The committees will also address gender and cultural issues that may arise related to the use of technologies, as well as distance education programs that can supplement District offerings.

A member of the District Technology Committee should serve on curriculum and assessment committees to ensure that the planning and implementation activities developed by the Technology Committee will be closely integrated with curriculum planning and, to provide technology-related information and resources to the curriculum committees. The Curriculum Technology Committee representative will coordinate information between the two committees. The District will also collaborate with the Willamette ESD, and other Districts in the region to address issues related to curriculum integration.

2. Training and Professional Development

The District is providing training and professional development activities to assist all teachers, administrators, and staff in becoming effective integrators of technology. Title II(D) Ed Tech funds are being used to enhance and supplement our technical training.

Ongoing assessment of staff competencies in the use of technology for instructional and operational purposes will allow the District to identify needs and evaluate the effectiveness of its programs and activities. (See Appendix 1)

a. Training Activities

All staff, including administrators, will be offered training in the basic computer skills, on-line catalog systems, production tools, such as word processing and spreadsheets, management software, and network skills. Classified staff will be offered training in the use of any additional systems that are necessary to perform their job function. Community volunteers will be offered training as appropriate.

The Site Council, in conjunction with the School Technology Specialist, is responsible for establishing a training and support program at each school. The School Technology Specialists will coordinate the training and support to staff at their school. The District contracts with the Willamette ESD to provide technology instruction at a reasonable cost. As need demands, the District also seeks other organizations or individuals to provide staff training. A program also has been established to use high school students to provide follow-up support to staff, including establishing internship opportunities for high school students with the middle and elementary schools.

b. Professional Development Activities

Professional development activities will be provided to assist teachers and instructional assistants in gaining the understanding and skills necessary to successfully integrate technology into the curriculum. Administrators, teachers, and classified staff will also engage in professional development in the use of technology for school improvement, decision-making, and communication.

The District Technology Committee and the Curriculum Committees will make recommendations for professional development activities that will be coordinated with the curriculum and instructional integration efforts. The District will take advantage of professional development

opportunities provided through Willamette ESD, and other organizations. The District will emphasize the importance of teacher mentoring, especially when selected teachers have the opportunity to participate in professional development opportunities outside of the District.

Because the District is located in a rural area (260 square miles), the District network and Internet connection will provide substantially increased access to a wide range of professional development activities and services. Through network communication tools, District teachers will be able to communicate with and learn from their colleagues and establish mentoring relationships. Staff will also have access to instructional resources through web sites and be able to participate in on-line classes and workshops. All of these activities will be available without the transportation and location difficulties that tend to hamper staff involvement in opportunities that require their presence in another location.

c. **School Technology Specialists and Curriculum Committee Members**

Specialized training and professional development will be provided for the School Technology Specialists, training support persons, and technical support persons to assist them in handling the wide range of planning, coordination, information support, technical support, and professional development activities that will be required for them to perform effectively in their positions. Curriculum Committee members will be encouraged to take full advantage of professional development opportunities to enhance their effectiveness in District curriculum planning related to the integration of technology.

3. District Administration and Operations

The District's data processing operations for student information services and business services are currently all contracted with Linn-Benton-Lincoln and South Coast ESD. As the District network has expanded into classrooms, educators have been able to more efficiently use the technology infrastructure for administrative purposes. Strategies, such as the Data Warehouse resources, provided by ODE have been developed that take advantage of the District's technology infrastructure to gather and evaluate key indicator data. The District continues to make use of the network infrastructure to facilitate internal and external communication and information sharing. The District Technology Coordination Team, working with the District Technology Committee, coordinates communication and information sharing.

4. Special Education Students

Special Education teams will address how technology will play a role in meeting special needs. The District will consider the potential use of technology to assist student learning as part of each special education student's Individual Education Plan development process.

5. Library Media Services

The District will work to establish circulation/cataloging systems, information systems, research stations, and multimedia production centers at individual buildings.

Access to the internet has greatly expanded our student's ability to do research. The district subscribes to services such as OSLIS, which has expanded students' access to educational information.

Additionally, the District will explore the possibility of establishing a single union catalog to be used to access all library holdings through the District network. The Silver Falls Public Library has agreed to cooperate with the Silver Falls School District Library Media specialists and teachers in providing resources from the CCRLS (Chemeketa Community Regional Library Services) to support curriculum needs.

6. Technology Use Policies

The District has developed Technology Use Policies that will govern all users including students, staff, volunteers, and community members in the use of technology and will implement appropriate use training. The policies and training will provide the basis to assist users in learning about the ethical and appropriate use of new technologies.

7. Adult Lifelong Learning

The District has made its computer labs available for adult lifelong learning classes offered in the community through Chemeketa Community College, Western Oregon University, Portland State University, and in-District resources. Additionally, District staff also offers technology-related classes to the community. Community members will also be able to use computers to participate in distance education classes offered through higher education institutions. The District will seek to collaborate with Willamette ESD, higher education institutions and the Workforce Quality Committee to expand adult learning services in the region.

8. Technology Infrastructure and Support Services

a. Infrastructure Goals

The District is designing and developing its technology infrastructure to achieve the following goals:

- Upgrade all connections within our WAN to either fiber, point to point, wireless technology or other emergent technologies by year 2011. (see Appendix 3)
- One multimedia teacher workstation, with access to a networked printer and/or copy machine, and a visual display (such as an LCD projector or flat screen display) in every classroom to support instructional presentations by year 2011.
- Every teacher has access to the district's Student Information System (LBL or equivalent) to retrieve student demographics, grade book and other vital information by year 2009.
- One multimedia student workstation for every 1 to 2.5 students in each school by year 2011.
- Research and implement pilots of one-to-one computing in classrooms at various grade levels by year 2011.
- Sufficient workstations to support administrative and support services activities.
- Upgrading and/or development of existing or new phone services with Voice over IP as funding becomes available and as needs arise. The E-rate discount makes it possible to maintain the telecommunications systems that are needed to support our district technology.
- Develop and upgrade wireless systems for all classrooms.
- Curriculum and instructional uses and site facilities will guide decisions with regard to configurations and the placement of student workstations in the schools. These decisions are to be made by the building staff, with guidance provided by the District Technology Committee. The District will seek to achieve equity in the distribution of technology in schools and classrooms throughout the District.

b. Technology Standards and Acquisition

The District will acquire technology in accordance with standards and processes recommended by the District Technology Committee. The standards will be based on open systems technology, which ensure the compatibility of technology systems within the District. The acquisition process will be coordinated by the District Technology Department to ensure cost effectiveness. The current minimum standards are: Pentium IV, 1 GHZ, 512 Megs, 10/100 NIC, CD ROM.

Schools will budget for replacement/upgrade of hardware according to recommendations of the District Technology Committee. Currently the recommendation is to replace computers every four years.

The District Technology Committee will continue to research and recommend emerging technology.

c. Network Operations Services, Repair, Maintenance, and Obsolescence

Willamette ESD is our ISP and provides the content filter for the District. The District Technology Department will approve procedures to handle the repair and maintenance of District network, equipment, and an obsolescence policy that will guide issues relating to upgrading, repurposing, and replacing network equipment.

d. Software Standards and Acquisition

The District Technology Committee will recommend an acquisition process for District software that will ensure the acquisition of compatible software and compliance with copyright and licensing requirements. The District Technology Committee will develop standards for productivity software and the Curriculum Committees will recommend standards for curriculum software. The current minimum standard Operating system is Windows XP, productivity software is Office 2003, Microsoft Internet Explorer 7.0, Novell client, Acrobat Reader. The District will transition from Novell E-Directory to Microsoft Active Directory by year 2011.

e. Internet Filter

The District's internet access is filtered by its Internet Service Provider (ISP), Willamette ESD's Technical Services. Filtering at the ISP level ensures that all content is filtered for both staff and students, thereby making the Silver Falls School District in full compliance with CIPA.

D. FUNDING STRATEGY

1. Current Funding

Funding for current software and hardware acquisition is based on Silver Falls School District general funds. Some funding is available through E-rate, Title IID, Ed Tech grants, and community partnerships.

2. Future Funding

a. General Funds

General fund resources will continue to be used to support the goals of this Technology Plan, as they become available.

b. Capital Assets Funds

Not available at this time.

c. E-Rate Funds

A limited amount of E-rate funds help support the cost of service for telecommunications, which includes our high speed connections.

d. Competitive State/Federal Grant Programs and Foundation Grant Opportunities/ Local Fund Raising and Partnership Activities

The District will pursue grant opportunities, when appropriate and feasible. Schools within the District will rely on local fund-raising and partnership activities to support technology.

e. Title IID will fund the majority of the professional development opportunities related to Educational Technology.

E. CURRENT STATUS, TIMETABLE AND PROJECTED COSTS

CURRENT YEAR (2009) ACTION ITEMS

CURRENT YEAR	RESPONSIBILITY	PROJECTED START	PERFORMANCE INDICATORS	BUDGET
PLANNING PROCESS District Tech Plan FCC E-Rate Plan	District Technology Coordination Team	Winter '08	Approval of Tech Plan by ODE Submit E-rate Forms to be approved by FCC	Within District Technology Staffing Budget
TECH STAFFING Technology Coordinator, Senior I.T. Specialist Helpdesk Manager Micro Computer Specialist 2 Each Computer Technicians	District Wide Tech Support	July '09 July '09	Yearly Performance appraisal	\$421, 600
CURRICULUM INTEGRATION Committees will continue development activities to achieve Oregon Performance Standards	Curriculum and technology committees	Ongoing	Implement into curriculum	District and Building level
TRAINING/PROFESSIONAL DEVELOPMENT Provide training in conjunction with the district goals	Willamette ESD ORVSD SFSD Staff	Ongoing	Number of people who participate in training opportunities	District and Building level Title IID \$10,00
DISTRICT ADMINISTRATION & OPERATIONS Continue outsourcing SIS and fiscal services	District Administration and Technology Coordinator	Ongoing	All buildings connected	OSAS, LBL ESD student/fiscal services \$92,000
SPECIAL EDUCATION Implementing IDEA requirements relating to technology, i.e. A+ Math, & assistive technology	Special Ed Teams	Ongoing	Technology addressed in IEP	Special Ed Module-IEP Plus \$2,576 WESD Resolution \$
LIBRARY Upgrade library information	Technology Committee and	Ongoing	Student use of information system	Follett Software

systems to a District-wide solution	Library Media Specialists			Hosting \$7,140
*INTERNET USE POLICY School Board approved Technology use policy in place	Silver Falls District Board	Ongoing	Signed use contracts by staff, students, and parents enforced at each building	Building funds for print resources
ADULT LIFELONG LEARNING Continue collaborative efforts to expand life-long learning	Tech committee & curriculum director	Ongoing	Adult participation in training and continuing education	Supplemented by user fees and other community funds
TECHNOLOGY INFRASTRUCTURE Info Tech Level 2 (network internet access)	Collaborations with Tech Team	Ongoing	Network bandwidth support for OAKS, ELPA, OSAS, LBL, Internet resources	\$53,635

FUTURE PRIORITIES FOR 2010-2011

CURRENT YEAR	RESPONSIBILITY	PROJECTED START	PERFORMANCE INDICATORS	BUDGET
PLANNING PROCESS District Tech Committee meeting bi-monthly. Sub committees meet as needed.	District Technology Committee	Spring '09	Approval of Plans Submitted	\$0.00
TECH STAFFING (Additional projection)	Media Specialist/Data Manager	July 2009	Board Approval Needed	\$56,000
CURRICULUM INTEGRATION Continue integration activities and training. Conduct Action Research related to technology integration	Curriculum and technology committees Using Ed Tech Funds	Ongoing	Implement into curriculum	Use of additional planning time

<p>TRAINING/PROFESSIONAL DEVELOPMENT</p> <p>Expanded professional development in relation to integration efforts.</p>	<p>Willamette ESD SFSD Staff</p>	<p>Ongoing</p>	<p>As implemented</p>	<p>\$5000 Title IID</p>
<p>DISTRICT ADMINISTRATION & OPERATIONS</p> <p>Develop additional strategies for use of network for administrative operations.</p>	<p>District Administration and Technology Coordinator</p>	<p>Ongoing</p>	<p>As implemented</p>	<p>OSAS, LBL ESD student/fiscal services \$92,000</p>
<p>SPECIAL EDUCATION</p> <p>Implementing IDEA requirements relating to technology, i.e. A+ Math, & expand use of assistive technology.</p>	<p>Special Ed Teams</p>	<p>Ongoing</p>	<p>Technology addressed in IEP</p>	<p>Special Ed Module-IEP Plus \$2,576 WESD Resolution \$s</p>
<p>LIBRARY</p> <p>Develop district wide library system.</p>	<p>Technology Committee and Library Media Specialists</p>	<p>Ongoing</p>	<p>Each building connected to improved WAN</p>	<p>Continued same allocation</p>
<p>INTERNET USE POLICY</p> <p>School Board approved Internet use policy in place and training.</p>	<p>Silver Falls District Board</p>	<p>Implemented</p>	<p>Signed use contracts by students and parents and enforced at each building</p>	<p>Building funds for print resources</p>
<p>ADULT LIFELONG LEARNING</p> <p>Extend collaborative efforts with Higher Education Partners.</p>	<p>Tech committee & curriculum director</p>	<p>Ongoing</p>	<p>Adult participation in training and continuing education</p>	<p>Supplemented by user fees and other community funds</p>
<p>TECHNOLOGY INFRASTRUCTURE</p> <p>Maintain & Upgrade technology infrastructure for all schools.</p>	<p>Collaborations with Tech Team</p>	<p>Ongoing</p>	<p>Upgrade broadband connect to Point to Point or Fiber</p>	<p>\$53,635 +/-</p>
<p>TECHNOLOGY SUPPORT SERVICES</p> <p>Formal contract with</p>	<p>School Board</p>	<p>Ongoing</p>	<p>Signed Contract</p>	<p>None</p>

Willamette ESD.				
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APPENDIX 1

Title II (D) Ed Tech Plan
Title II (D)
Enhancing Education through Technology

In November 2008, the SFSD performed a Title IID Educational Technology Survey. Over 200 teachers participated in the survey. A team met to analyze the results. The survey results narrowed down three areas the majority of teachers are interested in learning more about to use in their classrooms.

1. Learning more on how to use productivity tools such as Microsoft Office (Outlook, Word, Excel, PowerPoint)
2. Tapping into and using Internet resources for teaching core curriculum
3. Learning about creating a class website.

The highest rated area of interest was "Using Productivity Tools". The District will be offering training in this area to help as many teachers as possible. The trainings will occur in spring of 2009. Additional trainings will follow based on the priorities listed above.

In the additional years of 2010-2011 the district plans on continuing this type of survey and training.

In spring 2009 the SFSD submitted its 2009-2011 Technology plan to ODE. The District thought it was on the right track. In March 2009 the ODE Title Programs Audit revealed Title IID portion was not in compliance. Thus, the portions of the Title IID plan cited in the Technology plan needed to be revised. Prior to spring 2009 there was no plan in place to evaluate the impact of professional development on student achievement. The revised Title IID plan addresses this issue, see below. There is now a plan in place for the Technology Committee to annually review needs survey data and pre and post student assessment data relative to the new Oregon Ed. Tech. standards, see below. The District plans to use Google Apps for Education to address teaching to the Oregon Ed. Tech. standards, see below.

District: Silver Falls School District

Date Submitted: May15, 2009

Updated June
25, 2009
Revised
8/12/09

Submitted by: Dustin Hoehne

Expiration Date: _____

Phone: 503-634-2421

Check One: Updated New Plan

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Planning Team Members and Titles:

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<u>Kevin Palmer</u>	<u>K-8 Principal/Tech Committee Admin.</u>
<u>Gary Marshall</u>	<u>Director of Technology</u>
<u>Brett Milliken</u>	<u>Senior IT Specialist</u>
<u>Terry Woodall</u>	<u>Classroom Teacher K-8 level</u>
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<u>Linda Myers 8/12/09</u>	<u>SFSD Curriculum Director</u>
<u>Carol Talley 8/12/09</u>	<u>NCLB Consultant</u>
<u>Andy Bellando 8/12/09</u>	<u>Personnel Director/District Tech. Committee</u>

Summary of Needs Analysis: In spring 2009 the district technology committee met to identify our needs in the area of technology literacy for students. We reviewed the new ed. tech. standards and asked the question, "What affordable and accessible tools are available that could potentially support students achievement of the standards?" The committee considered Google Apps, Microsoft Office, Moodle and the Digital Citizenship website as potential tools. We compared each tool to each standard using a matrix (See Alignment Document Attached). We determined that each tool connected to one or more standards, but Google Apps addressed the most significant portion of the standards. Given that information we prioritized the implementation of Google Apps for Education as the first intervention. Survey Monkey data indicates only 5% of all teachers use Google Apps for online collaboration. Title IID will provide professional development in this area to supplement the District's Technology and CIP plans. The over arching goal is for students to be technologically literate by the time they exit the eighth grade.

Section 1: Professional Development

a) How will the staff Professional Development (PD) needs assessment be conducted?

In spring 2009 200 licensed staff participated in the Title IIA and Title IID Needs Survey. The District used Survey Monkey to conduct the survey. This survey will be conducted each spring to guide future professional development plans.

b) What data will be collected and analyzed to determine PD needs?

Survey Monkey data was used to support the direction of the Title IID PD plan. The plan is in alignment with the new Ed. Tech standards. See data analysis summary at the end of the plan.

Grade 5-8 Info Source pre/post test data will be used to determine student technology literacy. The committee found the Info Source assessment was closely aligned with Oregon's ed. tech. standards.

Professional Learning Community (PLC) reports on the integration of Google Apps technology in instruction will be required of all teachers in grades 5-8.

The District's Title IID Google Apps training for teachers will occur in three stages:

1. Teachers grades 5-8, fall 2009 training will include how instructional strategy changes can incorporate the use of Google Apps.
2. Teachers grades 9-12, winter 2009-10
3. Teachers grades K-4, spring 2010

Training for teachers on other online tools will be determined as a result of spring 2010 needs assessment data.

Goal Statements for the use of Title IID funds

To supplement the District's technology plan goal of all students being technologically literate by the end of the eighth grade:

1. By the end of the 2009-2010 SY 100% of the District's 5-8 grade teachers will be teaching the Oregon Ed Tech Standards using Google Apps as measured by PLC reports and spring 2010 needs assessment data.
2. By the end of the 2009-2010 SY 100% of the District's K-12 teachers will be trained in the instructional use of Google Apps as measured by participation data. The effectiveness of the training will be measured by post training survey data indicating teacher level of readiness for integrating Google Apps into their instruction by fall 2010.

3. By the end of the 2009-2010 SY 100% of eighth grade students will show gains in their familiarity with the educational technology standards as measured by Info Source post test data.

Strategy/Activity What activity will be implemented?	Evidence of Implementation How will you determine (know) and monitor that the strategy/activity was implemented?	Timeline for completing the activity	Persons Responsible Who will provide oversight for implementation, monitoring and evaluation of strategy?	Evaluation How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?	ESTIMATED COSTS What are the anticipated costs? Provide Object Codes as listed on budget summary page.	Funding What is the source? II-D, State, Local, Grants?
<ul style="list-style-type: none"> a. 5th through 8th Grade Teachers will learn the new Ed. Tech. standards. b. Teachers will learn how to assess student progress on the ed. tech. standards. c. Teachers use Google Apps for Education to meet a portion of the Ed. Tech. standards. 	<ul style="list-style-type: none"> a. Teachers complete training session b. Results of pre and post assessments. c. Students use Google Apps on assignments and projects once per grading period. 	<ul style="list-style-type: none"> a. Sept/Oct 2009 b. Sept 2009 and June 2010 c. Minimum once per grading period. 	<ul style="list-style-type: none"> a. Title IID trainers b. Title IID Coordinator and committee c. 5-8 grade teachers with admin. support 	<ul style="list-style-type: none"> a. Take post training survey using Google Apps. b. Committee meets to analyze results of the Info Source assessment. c. Teacher provides evidence of Google Apps in their instruction via PLC reports. 	<ul style="list-style-type: none"> a. \$1,600.00 to train all fifth through eighth grade teachers (45) b. Info Source is FREE c. NA 	Title IID

<p>d. 9th through 12th Grade Teachers will learn the new Ed. Tech. standards.</p> <p>e. Teachers will learn how to assess student progress on the ed. tech. standards.</p> <p>f. Teachers use Google Apps for Education to meet a portion of the Ed. Tech. standards.</p>	<p>d. Teachers complete training session</p> <p>e. Results of pre and post assessments.</p> <p>f. Students use Google Apps on assignments and projects once per grading period.</p>	<p>d. Nov. 2009-Jan. 2010</p> <p>e. Nov. 2009 through March 2010</p> <p>f. Minimum once per grading period.</p>	<p>d. Title IID trainers</p> <p>e. Title IID Coordinator and committee</p> <p>f. 9-12 grade teachers with admin. support</p>	<p>d. Take post training survey using Google Apps.</p> <p>e. Committee meets to analyze results of the Info Source assessment.</p> <p>f. Teacher provides evidence of Google Apps in their instruction via PLC reports.</p>	<p>d. \$2,400.00 to train all high school teachers (65)</p> <p>e. Info Source is FREE</p> <p>f. NA</p>	<p>Title IID</p>
<p>g. K-4 grade teachers will learn the new Ed. Tech. standards.</p>	<p>g. Teachers complete training session</p>	<p>g. Feb-April 2010</p>	<p>g. Title IID trainers</p>	<p>g. Take post training survey using Google Apps and indicate a readiness to use Google Apps for instruction by fall 2010.</p>	<p>g. \$3,500.00 to train all K-4 grade teachers (95)</p>	

Budget Resources: The District Technology Department annually provides building administrators with a review of current technology levels including recommendations for replacements and upgrades based upon minimum standards as established by the District Technology Committee. Building administrators use these recommendations to prioritize technology expenditures

SILVER FALLS SCHOOL DISTRICT ALIGNMENT OF OREGON TECH STANDARDS WITH AFFORDABLE, ONLINE TOOLS AND APPLICATIONS FOR LEARNING. SPRING 2009

Standard	Tool	Tool	Tool	Tool
1A	GA	open office	spreadsheet	
1B	GA	podcasts	presentation	multimedia
1C	google earth	web quest	mapping	
2A	GA	Moodle	communication tools	
2B	GA	Moodle	communication tools	
2C	GA	Moodle	communication tools	
2D	GA	Moodle	communication tools	
3A	mapping			
3B	internet resources			
3C	internet resources			
3D	GA	spreadsheet		
4A	mapping			
4B	GA	organizational tools		
4C	GA	spreadsheets		
4D	mapping			
5A	digital citizenship			
5B	digital citizenship			
5C	Generic			
6A	Generic			

6B	Generic			
Google Apps (GA)	9	45%		
Moodle	4	20%		
Mapping	4	20%		
Digital Citizenship	2	10%		
Multimedia	1	5%		

*Schedule and conduct periodic checks for completion of agreed-upon actions.				
<i>(Add other actions, as appropriate.)</i>				

Supporting Survey Monkey data

Rate your level of comfort and/or knowledge of each technology tool.						
Answer Options	I am already confident in this and am fully implementing. I could train others.	I feel good about this in my classroom. It is part of my regular routine.	I know about this but it is only implemented in my classroom on occasion.	I don't know much about this. I am not incorporating this in my classes.	Rating Average	Response Count
Word processing (Word)	62	124	11	3	2.34	200
Spreadsheets (Excel)	16	55	73	56	5.82	200
Presentation Software (Power Point)	29	59	66	46	5.17	200
Google Docs	12	47	59	81	6.56	199
Google Sites	22	81	59	35	4.81	197
Google Calendar	10	23	61	104	7.45	198
Google Earth	13	35	79	70	6.49	197
Moodle	9	14	37	138	8.30	198
Web Quest	6	10	59	122	8.14	197
Communication Tools (instant messaging, blog)	15	31	60	90	6.90	196
Multimedia (photo, sound, video)	19	47	74	58	5.88	198
Graphic organizers (Kidspiration, Inspiration)	6	21	59	111	7.75	197
answered question						200
skipped question						0

Do you collaborate online?		
Answer Options	Response Percent	Response Count
Yes	46.5%	93
No	53.5%	107
<i>answered question</i>		200
<i>skipped question</i>		0

What tools do you use for online collaboration? Choose all that apply		
Answer Options	Response Percent	Response Count
No, I don't currently collaborate online	49.0%	98
Google Apps	5.0%	10
Email	51.0%	102
Blog	7.0%	14
Twitter	1.0%	2
Text messaging	8.0%	16
Instant messaging	8.0%	16
<i>answered question</i>		200
<i>skipped question</i>		0

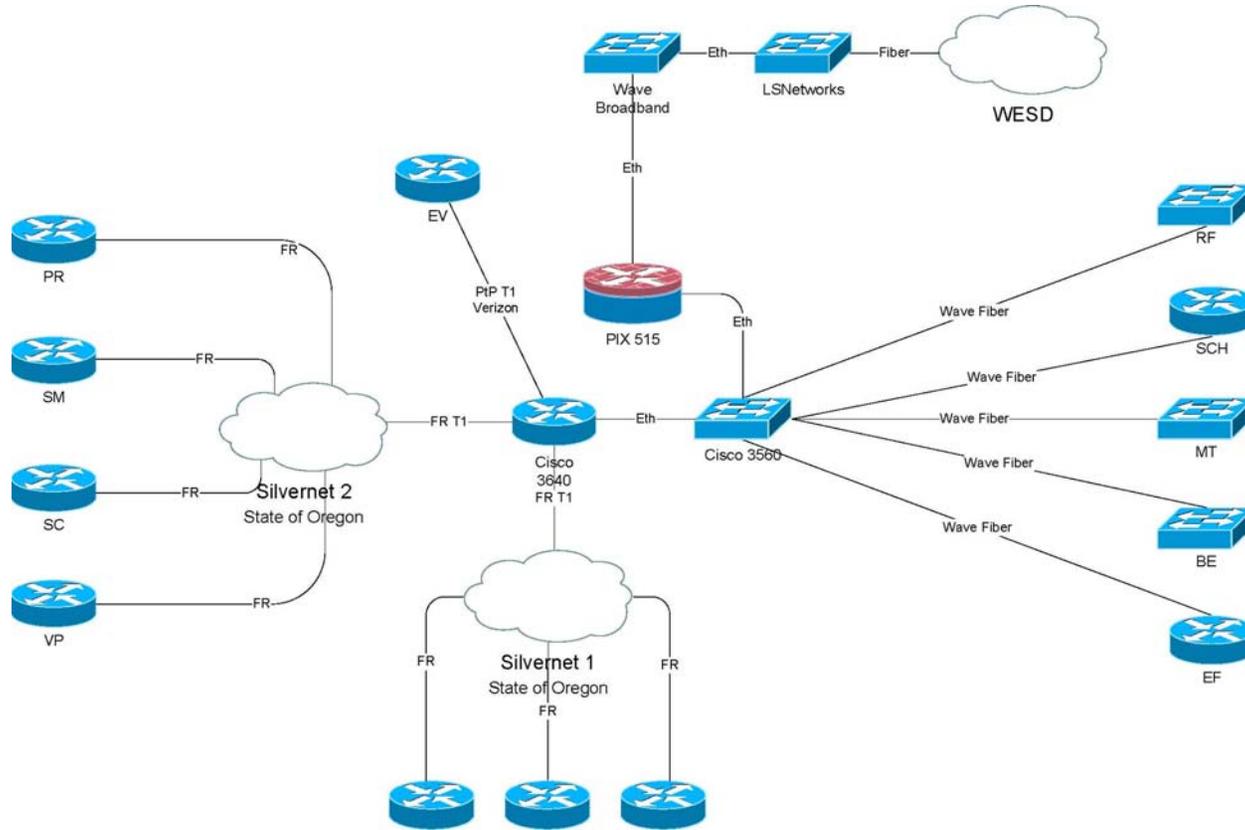
APPENDIX 2

Silver Falls School District
Projected Technology Funding

Source of Funds	Year 2009-2010	Year 2011-2012	
General Technology Funds	\$611,927	\$630,284	
Grants	\$11,000	\$11,000	
Private Donation	Unknown	Unknown	

APPENDIX 3

Silver Falls School District Network Topology



APPENDIX 4

Oregon Educational Technology Standards Adopted December 2008

1. Creativity and Innovation

Students demonstrate creative thinking and problem solving skills to develop innovative products and processes using (digital) technology.

Students:

- A. Apply existing knowledge to forecast possibilities and generate new ideas, products or processes.
- B. Create original works as a means of personal or group expression.
- C. Develop or apply models and simulations to explore complex systems, issues and trends.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, across the global community, to support individual learning and contribute to the learning of others. Students:

- A. Interact and collaborate with peers, experts, or others employing a variety of digital environments and media.
- B. Effectively communicate and publish to multiple audiences using a variety of media and formats.
- C. Engage with learners from other cultures to develop cultural understanding and global awareness.
- D. Contribute to project teams. Produce original works or solve problems in a team setting.

3. Research and Information Fluency

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

- A. Plan strategies to guide inquiry.
- B. Locate, organize and use information ethically from a variety of sources and media.
- C. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- D. Analyze, evaluate, and summarize information or 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. Students:

- A. Identify and define authentic problems and significant questions for investigation.
- B. Plan and manage activities to develop a solution 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.

5. Digital Citizenship

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

Students:

- A. Advocate and practice safe, legal, and responsible use of information and digital technology.
- B. Model and practice a positive attitude toward using digital technology that supports collaboration, learning, and productivity.
- C. Demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts

Students utilize technology concepts and tools to learn. Students:

- A. Select, use, and troubleshoot tools efficiently.
- B. Transfer current knowledge to learning of new technologies.

**Alignment of the Oregon Educational Technology Standards to the
2007 National Educational Technology Standards for Students
and
Oregon Diploma Essential Skills that could be addressed using
the Oregon Educational Technology Standards**

Oregon Educational Technology Standards	National Educational Technology Standards for Students 2007 (ISTE)	Oregon Diploma Essential Skills (see full text below)
<p>1. Creativity and Innovation</p> <p>Students demonstrate creative thinking and problem solving skills to develop innovative products and processes using (digital) technology. Students:</p>	<p>1. Creativity and Innovation</p> <p>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p>	
<p>a) Apply existing knowledge to forecast possibilities and generate new ideas, products or processes.</p>	<p>a) Apply existing knowledge to generate new ideas, products, or processes.</p>	<p>1b, 1c 1d, 2b, 2c, 4a, 4b, 5a, 6d, 8b, 9a, 9c</p>
<p>b) Create original works as a means of personal or group expression.</p>	<p>b) Create original works as a means of personal or group expression.</p>	<p>2a, 2c, 2d, 3c, 4c, 6a, 6c, 8a, 9a,</p>
<p>c) Develop or apply models and simulations to explore complex systems, issues and trends.</p>	<p>c) Use models and simulations to explore complex systems and issues.</p> <p>d) Identify trends and forecast possibilities.</p>	<p>1d, 4a, 4b, 4c, 5a, 6d, 8b,</p>

<p>2. Communication and Collaboration</p> <p>Students use digital media and environments to communicate and work collaboratively, across the global community, to support individual learning and contribute to the learning of others. Students:</p>	<p>2. Communication and Collaboration</p> <p>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:</p>	
<p>a) Interact and collaborate with peers, experts, or others employing a variety of digital environments and media.</p>	<p>a) Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.</p>	<p>2b, 2c, 4c, 5a, 6b, 9a, 9b,</p>
<p>b) Effectively communicate and publish to multiple audiences using a variety of media and formats.</p>	<p>b) Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p>	<p>2a, 2b, 2c, 3c, 4b, 4c, 6d, 8a,</p>
<p>c) Engage with learners from other cultures to develop cultural understanding and global awareness.</p>	<p>c) Develop cultural understanding and global awareness by engaging with learners of other cultures.</p>	<p>2a, 3d, 6a, 6b, 6d, 8a, 8b, 9a,</p>
<p>d) Contribute to project teams. Produce original works or solve problems in a team setting.</p>	<p>d) Contribute to project teams to produce original works or solve problems.</p>	<p>2a, 2b, 3c, 4b, 5a, 6a, 6b, 6c, 6d, 9a, 9b, 9c, 9d</p>
<p>3. Research and Information Fluency</p> <p>Students select and apply digital tools to gather, evaluate, validate, and use information. Students:</p>	<p>3. Research and Information Fluency</p> <p>Students apply digital tools to gather, evaluate, and use information. Students:</p>	
<p>a) Plan strategies to guide inquiry.</p>	<p>a) Plan strategies to guide inquiry.</p>	<p>4a, 5b, 6a</p>

b) Locate, organize and use information ethically from a variety of sources and media.	b) Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	1b, 1c, 2b, 4a, 4b, 4c, 5c, 6c, 6d
c) Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.	c) Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.	1b, 4a, 4b, 5c, 6d
d) Analyze, evaluate, and summarize information or data and report results.	d) Process data and report results.	2b, 2c, 3c, 4b, 4c, 5a, 6d
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. Students:	4. Critical Thinking, Problem-Solving & Decision-Making Students use critical thinking skills to plan and conduct research, manage problems. Students:	
a) Identify and define authentic problems and significant questions for investigation.	a) Identify and define authentic problems and significant questions for investigation.	5a, 6d,
b) Plan and manage activities to develop a solution or complete a project.	b) Plan and manage activities to develop a solution or complete a project.	4a, 4b, 4c, 5b, 6a, 6d, 9c,
c) Collect and analyze data to identify solutions and or make informed decisions.	c) Collect and analyze data to identify solutions and/or make informed decisions.	1b, 1c, 2b, 4a, 4b, 5b, 5c, 5d, 6a, 6d, 8b, 9a
d) Use multiple processes and diverse perspectives to	d) Use multiple processes and diverse perspectives to	1b, 4a, 5a, 5b, 5d, 5e, 6a, 6b, 6d, 8a, 8b, 9a,

explore alternative solutions.	explore alternative solutions.	
5. Digital Citizenship	5. Digital Citizenship	
Students understand human, cultural, and societal issues related to digital technology and practice legal, ethical, and responsible behavior. Students:	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:	
a) Advocate and practice safe, legal, and responsible use of information and digital technology.	a) Advocate and practice safe, legal, and responsible use of information and technology.	2c, 5e, 6c,
b) Model and practice a positive attitude toward using digital technology that supports collaboration, learning, and productivity.	b) Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.	6b, 6c, 9a, 9b, 9c 9d,
c) Demonstrate personal responsibility for lifelong learning.	c) Demonstrate personal responsibility for lifelong learning.	6c, 7b, 8a, 9b, 9d,
	d) Exhibit leadership for digital citizenship.	
6. Technology Operations and Concepts	6. Technology Operations and Concepts	
Students utilize technology concepts and tools to learn. Students:	Students demonstrate a sound understanding of technology concepts, systems and operations. Students:	
a) Select, use, and troubleshoot tools efficiently.	a) Understand and use technology systems.	4a, 6a, 6d,
	b) Select and use applications effectively and productively.	
	c) Troubleshoot systems and	

	applications.	
b) Transfer current knowledge to learning of new technologies.	d) Transfer current knowledge to learning of new technologies.	4a, 6a,

Oregon Diploma: Essential Skills

1. Read and comprehend a variety of text*

This skill includes all of the following:

- a) Demonstrate the ability to read and understand text.
- b) Summarize and critically analyze key points of text, events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
- c) Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols.
- d) Follow instructions from informational or technical text to perform a task, answer questions, and solve problems.

*text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats

2. Write clearly and accurately

This skill includes all of the following:

- a) Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.
- b) Develop organized, well-reasoned, supported, and focused communications.
- c) Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications.
- d) Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.

3. Listen actively and speak clearly and coherently

This skill includes all of the following:

- a) Listen actively to understand verbal and non-verbal communication.
- b) Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
- c) Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.
- d) Use language appropriate to particular audiences and contexts.

4. Apply mathematics in a variety of settings

This skill includes all of the following:

- a) Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable.
- b) Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution.
- c) Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods.

5. Think critically and analytically

This skill includes all of the following:

- a) Identify and explain the key elements of a complex event, text*, issue, problem or phenomenon.
- b) Develop a method to explore the relationships between the key elements of a complex event, text*, issue, problem or phenomenon.
- c) Gather, question and evaluate the quality of information from multiple primary and secondary sources.
- d) Propose defensible conclusions that address multiple and diverse perspectives.
- e) Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.

*text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats

6. Use technology to learn, live, and work

This skill includes all of the following:

- a) Use creativity and innovation to generate ideas, products, or processes using current technology.
- b) Use technology to participate in a broader community through networking, collaboration and learning.
- c) Recognize and practice legal and responsible behavior in the use and access of information and technology.
- d) Use technology as a tool to access, research, manage, integrate, and communicate ideas and information.

7. Demonstrate civic and community engagement

This skill includes all of the following:

- a) Apply knowledge of local, state, and U.S. history and government to explain current social and political issues.
- b) Perform the civic and community responsibilities essential to living in a representative democracy.

8. Demonstrate global literacy

This skill includes all of the following:

- a) Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions.
- b) Apply a global perspective to analyze contemporary and historical issues.

9. Demonstrate personal management and teamwork skills

This skill includes all of the following:

- a) Participate cooperatively and productively in work teams to identify and solve problems.
- b) Display initiative and demonstrate respect for other team members to complete tasks.
- c) Plan, organize, and complete assigned tasks accurately and on time.
- d) Exhibit work ethic and performance, including the ability to be responsible and dependable.