OAKRIDGE SCHOOL DISTRICT

DISTRICT TECHNOLOGY PLAN

2003-2005 EDITION

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Motto/Logo

Nurturing all children for productive global citizenship!

Introduction

The Oakridge School District is committed to the development and maintenance of a quality technology system that keeps pace with the ever changing demands of our staff and students. To this end, the district has created this current five year strategic technology plan for the school years 2000-2005. As part of this creation, the district has developed a “Technology Committee” that first reviewed and evaluated the district’s “Updated Five Year Strategic Technology Plan: 1995-2000" (Revised in 1997).

People included on the district’s technology committee include: Superintendent, teachers, facility supervisor, district technology/media coordinator, district curriculum coordinators, administrators and Lane Community College personnel. Each School Site Council (consisting of parents, students, classified staff, teachers and administrators) has also reviewed, revised and approved this plan. Each site is also checking to make sure there is equal access to the computers by all students.

This plan and subsequent recommendations are based on results from the evaluation of our previous five-year plan, current research on effective technology practices and input from students, district personnel, parents and local businesses. This document is intended to be an on-going guide for technological improvements in the Oakridge School District.

Oakridge School District Mission Statement

It is the mission of the Oakridge Schools to educate all students so that they may achieve their full potential as competent, productive citizens of our communities.

In the Oakridge schools, learning nurtures the mind and body of all engaged. By building an enriching environment focussed on knowledge, skills, and attitudes, students will emerge as competent, productive citizens. Students, district personnel, parents, and members of our community will be given the opportunity to work together in academic, extra-curricular and technological activities to promote an understanding of the needs and diversity of our community, country and world. In fulfilling this challenge, we are committed to -Nurturing all children...for productive global citizenship.

Technology Vision

Technology outcomes for the Oakridge School District include:

A networked district with connections at:
- A technology lab at each school site
- All three school media centers
- All teachers' workstations
- A mini-center in each classroom
- Dial-up access from staff residences (through the Lane ESD)

Coordination of district-wide technology

Utilization of technology as an instructional tool in the overall district curriculum and staff development

Development of a sequenced district technology curriculum

Ability to develop, maintain and support systems throughout the district.

SECTION 1
OAKRIDGE SCHOOL DISTRICT TECHNOLOGY GOALS AND STRATEGIES

The objectives of this plan are focused on using advanced technology to 1) improve student academic achievement, 2) improve teacher effectiveness, 3) improve library services, and 4) ensure that all students and teachers have increased access to technology.

I. Student Academic Achievement through Technology Based State Standards

A. State Standards in Mathematics
1. Formulate hypotheses, design and conduct experiments using appropriate technology, draw conclusions based on data, and communicate results.
2. Read, construct, and interpret displays of data (e.g., charts, tables, graphs) using appropriate techniques and technologies.
3. Select and use appropriate methods and tools for computing with numbers (e.g., mental calculation, paper and pencil, calculator, computer.)
4. Make and test conjectures about geometric shapes and their properties, and prove relationships between them, incorporating technology where appropriate.

B. State Standards in English
1. Communicate supported ideas using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose.
2. Structure oral, visual, written, and multi-media presentations in clear sequ3ence, making connections and transitions among ideas and elements.
3. Investigate topics of interest and importance, selecting appropriate media sources and using effective research processes.

C. State Standards in Health Education
1. Evaluate the validity and reliability of health-related information, products and services as a consumer or potential consumer.
2. Analyze influences of culture, technology and the media on health-related products and services.

D. State Standards in Science
1. Understand the process of technological design to solve problems and meet needs.

2. Design safe and ethical scientific investigations to address questions or hypotheses.
3. Conduct procedures to collect, organize, and display scientific data.
4. Analyze scientific information to develop and present conclusions.

E. State Standards in the Social Sciences
1. Recognize and use appropriate geographic tools and technology to answer geographic questions, analyze spatial distributions and patterns, and solve geographic problems.

F. State Standards in Technology
1. Demonstrate proficiency in the use of technological tools and devices.
2. Select and use technology to enhance learning and problem solving.
3. Access, organize and analyze information to make informed decisions, using one or more technologies.
4. Use technology in an ethical and legal manner and understand how technology affects society.
5. Design, prepare and present unique works using technology to communicate information and ideas.
6. Extend communication and collaboration with peers, experts and other audiences using telecommunications.

The International Society for Technology in Education (ISTE) has developed a set of standards for students (National Educational Technology Standards, NETS). In order to achieve the state academic standards outlined above, students should have opportunities to demonstrate the following performances.

Grades Pre-K to 2

Basic Operations and Concepts

- Use input devices (e.g., mouse, keyboard, and remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, telephones, and other technologies.
- Use a variety of media and technology resources for directed and independent learning activities.
- Communicate about technology using developmentally appropriate and accurate terminology.
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.

Social, Ethical, and Human Issues

- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.
- Demonstrate positive social and ethical behaviors when using technology.
- Practice responsible use of technology systems and software.

Technology Productivity Tools

- Use a variety of media and technology resources for directed and independent learning activities.
- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

Technology Communications Tools

- Gather information and communicate with others using telecommunications, with support from teachers, family members, or other students.
- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

Technology Research Tools

- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

Technology problem-solving and decision-making tools

- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

Grades 3 to 5

Basic Operations and Concepts

- Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
- Discuss common uses of technology in daily life and advantages and disadvantages those uses provide.

Social, Ethical, and Human Issues

- Discuss common uses of technology in daily life and advantages and disadvantages those uses provide.
- Discuss basic issues related to responsible use of technology and information, and describe personal consequences of inappropriate use.

Technology Productivity Tools

- Use general-purpose productivity tools and peripherals to support personal productivity, to remedy skill deficits, and to facilitate learning throughout the curriculum.
- Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Technology Communications Tools

- Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
- Use telecommunications efficiently and effectively to access remote information and communicate with others in support of direct and independent learning and for pursuit of personal interests.
- Use telecommunications and online resources (e.g., email, online discussions, and web environments) to participate in collaborative problem-solving activities to develop solutions or products for audiences inside and outside the classroom.

Technology Research Tools

- Use telecommunications and online resources (e.g., email, online discussions, and web environments) to participate in collaborative problem-solving activities to develop solutions or products for audiences inside and outside the classroom.
- Use technology resources (e.g., calculators, data collection probes, videos, and educational software) for problem-solving, self-directed learning, and extended- learning activities.
- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

Technology problem-solving and decision-making tools

- Use technology resources (e.g., calculators, data collection probes, videos, and educational software) for problem-solving, self-directed learning, and extended learning activities.
- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.
- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.

Grades 6 to 8

Basic Operations and Concepts

- Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
- Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and practical applications to learning and problem solving.

Social, Ethical, and Human Issues

- Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.
- Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
- Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Technology Productivity Tools

- Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
- Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.

Technology Communications Tools

- Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
- Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.

Technology Research Tools

- Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
- Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
- Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and

information, and to develop solutions or products for audiences inside and outside the classroom.
- Select and use appropriate tools and technology resources to accomplish a variety of tasks and to solve problems.
- Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Technology problem-solving and decision-making tools
- Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
- Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
- Select and use appropriate tools and technology resources to accomplish a variety of tasks and to solve problems.
- Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and practical applications to learning and problem solving.
- Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Grades 9 to 12

Basic Operations and Concepts

- Make informed choices among technology systems, resources, and services.

Social, Ethical, and Human Issues

- Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
- Make informed choices among technology systems, resources, and services.
- Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
- Demonstrate and advocate legal and ethical behaviors among peers, family, and community regarding the use of technology and information.

Technology Productivity Tools

- Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, and correspondences).
- Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.

Technology Communications Tools

- Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, and correspondences).
- Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
- Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning.
- Collaborate with peers, experts, and others to contribute to a content-related-knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Technology Research Tools

- Evaluate technology-based options, including distance and distributed education, for lifelong learning.
- Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
- Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning.

- Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.
- Collaborate with peers, experts, and others to contribute to a content-related-knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Technology problem-solving and decision-making tools

- Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
- Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.
- Collaborate with peers, experts, and others to contribute to a content-related-knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

The following resources will be necessary for students to demonstrate the performances listed above:

- Internet web access
- district information via the district Intranet
- commercial media via the district Intranet and the Internet
- satellite and cable broadcasts
- multimedia library resource centers
- trained staff to assist and facilitate learning
- integrated software applications
- presentation and authoring software applications
- digital imaging equipment and enhancement software
- information storage and retrieval equipment and software
- communications software

Using Ed Tech funds, the Oakridge School District strives to provide the resources listed above to teachers and staff to better serve their technology needs in the classroom and curriculum.

II. Strategies for Improving Teacher Effectiveness

All staff in the district will be given the opportunity to use technology to:

A. Utilize a rich set of information resources on a regular basis. These resources will be the same as listed previously for students.

B. Develop an environment of collaboration and cooperation among district staff and educators throughout the world.

C. Participate in two-way audio/video interactive staff development activities.

D. Cooperate with technology staff in diagnosing and maintaining computer equipment

E. Provide cost effective and efficient ways to disseminate information by implementing the following into technology-based processes:

- purchase orders
- school calendars and attendance
- school schedules and schedule changes
- video display throughout the different buildings in the district
- access to today's basic technologies: telephone, fax, copiers and voice mail
- reporting of student progress and/or concerns to parents

F. Enhance student achievement by:

a) Providing staff training in using technology as a teaching/learning tool across the content standards:
   1) Advanced training the word processing.
   2) Advanced training in the Excel program
   3) Advanced training on Eudora and web-based county e-mail system.
   4) Integrating technology into the curriculum.
   5) Student Services Package training – attendance, report cards, behavior tracking, etc.
   6) Grade book training.
   7) State reports training.
   8) PowerPoint training.
   9) Scanner training
   10) Digital camera training
   11) Network resource training.
   12) Dreamweaver training.
   13) Blackboard training.
   14) Web page construction/management.
   15) Desktop publishing.

b) Providing resources which improve student performance
These resources would include:

1) Software
- ♦ as an assessment, remediation, and curriculum extension tool
- ♦ as a presentation tool for both students and staff
- ♦ as an information storage and retrieval tool

2) Access to technology
- ♦ to do research on the Internet
- ♦ to create multimedia projects
- ♦ to work as an entire class
- ♦ to work as individuals

F. Work with district curriculum director to review explore and implement various technology strategies throughout the content standards.

III. Improving Library Services

According to the publication Good Schools Have School Librarians, reading test scores rise with the development of school library media programs. Given this fact, it is critical to properly staff and fund media centers in order support media programs that will lead to incremental increases in reading scores and overall student achievement.

A strong Library Media program is one that:

- Is adequately staffed, stocked and funded.
- Is active in the involvement in their school's teaching and learning.
- Is collaborative with the classroom teacher.
- Levels the playing field for information access.
- Breaks down barriers – cultural and educational
- Is fully integrated with networked information technology.

Technology is becoming more and more critical to the operation of a Library Media Center. The library media center of today is no longer a destination; it is a point of departure for accessing the information resources that are the essential raw material of teaching and learning. Computers in the classrooms, labs and other school locations provide networked access to information resources – the library catalog, electronic full text, licensed databases, locally mounted databases, and the Internet. Students succeed where the Library Media program is not a place to go, apart from other sites of learning in the school, but rather an integral part of the educational enterprise that reaches out to students and teachers where they are.

IV. Steps to Increase Accessibility of Technology for Students and Staff

A. Mobile Labs, Family Resource Center

B. Ensure libraries are well equipped for students without access to computers outside of school.

C. Oakridge School District projected the following outcomes which would enhance student learning and assist all students in meeting challenging academic performance standards by increasing accessibility to technology:

- Implementation of team teaching across disciplines from district to district using Internet Protocol (IP) audio/video systems, other evolving technologies, or Ed-Net;
- Class-to-class level sharing of instructional units (e.g. 6 th graders in different schools or buildings using Internet Protocol (IP) audio/video systems, other evolving technologies, or Ed-Net;
- Availability of distance learning opportunities to elementary and middle school students (in addition to high school students);
- Increasing opportunities for self study (e.g. web based courses with multi-media components and CD ROM-based programs);
- Collaboration between school districts and Lane Community College to offer advanced placement and 100-level college transferable courses in high school (e.g. writing and math);
- Collaborative creation and use of shared video resources accessible via the Internet or through remote and/or on-site servers (e.g. media libraries, video programs, and professional development libraries).
- Availability of captioned classes for hearing-impaired or ESL students across the region using Internet Protocol (IP) audio/video systems, Ed-Net, or similar technologies.

Current Technology Environments

Oakridge Elementary School

- All classrooms are connected to the Internet with all having at least one PC and many two.
- The library has seven computers, three that are connected to the Internet.
- The office has three Internet connected computers.
- A school wide phone system is in place.
- Classrooms have access to three television/video units.
- One LCD projector is available.
- The Family Resource Center, located in the building, has seven Internet connected computers.
- A server has been installed into the system.
- A 20-station lab has been added with as many as 8 stations to be added by the end of the 2002-03 school year.

Westridge Middle School

- All classrooms are connected to the Internet with all having at least one PC and many two.
- The library has six computers connected to the Internet.
- The office has four Internet connected computers.
- A school wide phone system is in place.
- Most classrooms have a television/video unit.
- One LCD projector is available.
- A 26-station computer/technology lab is available.
- A server has been installed into the system.
- A T-1 line has been installed.

Oakridge High School

- All classrooms are Internet connected with at least one computer.
- The library has ten Internet connected computers.
- The office has four Internet connected computers.
- A school wide phone system is in place.
- The business lab has eighteen Internet connected computers.
- All classrooms have access to three television/video units.
- A server is installed and operational.
- A student managed radio station is in operation.
- A student managed video production room is in operation.
- Students and staff have access to a twenty-station computer lab in the Lane Community College Center located on campus.
- A four-station drafting lab is available.
- A four station Plato lab is available.

District Office

- The office has four Internet connected computers.
- The transportation center has one Internet connected computer.
- All busses, the bus barn and the district office have access to a two-way radio system.

District-Wide

- A district wide phone system is in place.
- Electronic student records system, Pentamation, is in place.
- Special Education software is installed to assist Special Education teachers in writing Individual Education Plans.
- Web site is up and running.

REQUIRED TECHNOLOGY

In order for staff and students to learn and use technology effectively it must be made available to them. In order to meet the needs of students and staff, we will need the following, as funding permits, in the areas of technology hardware and software.

1) Hardware
    a) Technology distribution
        i) Every classroom in the district shall have
            (1) Cable television and multiple network data connections.
            (2) A television and/or a projection device that can be connected to a computer, VCR, or network for group presentations.
        ii) Every school building in the district shall have
            (1) A computer lab with enough computers for a classroom of students to use, a laser printer and a color printer.
            (2) Digital cameras, still and video, for use by students and staff.
            (3) A DVD player.
            (4) a technology media development center that may include:
                (a) Multimedia computers capable of creating multimedia presentations.
                (b) a color scanner, color printer, video disk player,
                (c) CD-ROM recorder, DVD player, etc.
                (d) Digital-video camera, television, and VCR.

2) Software
    a) Maintain a complete set of teacher resource software to include:
        i) gradebook/attendance software
        ii) email and Internet connectivity software
        iii) district standardized integrated application software suite to include word processing, spreadsheet, and database capabilities
        iv) basic presentation, image editing, and web publishing software
    b) Maintain a complete set of administrative resource software to include:
        i) curriculum design, alignment and development

The following actions will support the technology goals of the district.

ACTION	TIME LINE	RESPONSIBILITY	GOAL	BUDGET
Integrate technology into the curriculum by providing staff development.	2005	Principals, Technology Coordinator, Site Council, Teachers	1, 2, 4	$30,000
Hire full time technology coordinator, full-time media specialist, and part-time Elementary School lab assistant.	2005	Administration	2, 3, 4	$135,000
Seek alternate funding sources	ongoing	Administration, Technology Coordinator, Site Council	1, 2, 3, 4	
Place four computers in every class, 3 LCD projectors at each site, and provide all sites with video conferencing.	2005	Administration, Technology Coordinator	1, 2, 4	$250,000
Obtain wireless, mobile computer labs for OHS and WMS.	2005	Administration, Technology Coordinator	1, 2, 4	$120,000
Develop distance-learning curriculum through the use of Blackboard and video-conferencing equipment	2005	Administration, Technology Coordinator, Curriculum Coordinators, Teachers	1, 2, 4	$10,000
Install automation system for all libraries, provide training, acquire/maintain electronic research tools, partnership with local libraries.	2004	Administration, Technology Coordinator, Library Aides	1, 2, 3, 4	$15,000

SECTION 2
COLLABORATION WITH ADULT LITERACY SERVICE PROVIDERS

Currently, the Oakridge School District does not offer adult literacy education. Lane Community College has, in the past, offered GED classes to the community. Furthermore, the community's Family Resource Center offered adult literacy and GED programs that were completely grant funded. Although funds for that program are no longer available, assistance is available on an individual basis with the current staff of the Family Resource Center. As more funding becomes available, the district expects to be able to offer more adult literacy programs through Lane Community College and the Family Resource Center.

SECTION 3
PROFESSIONAL DEVELOPMENT

Funding sources to acquire and support the non-discounted hardware, software, professional development, and other services to implement the strategies:

The Funding for the technology outlined in this plan shall be from the following sources:
1. Annual District budget – to include maintenance, software, and capital equipment funds of each building as well as separate funding for the Technology Department.
2. State funding provided by the legislature and grants (i.e. SB622, TLCF Grant).
3. Federal funding programs such as Title I, IIB, IID, and VI and other grants.
4. Participation in the E-Rate program will reduce the costs of technology. Funds thus saved will be used to support technology.

Activities funded through the Ed Tech program will be coordinated with technology-related activities supported with funds from other sources by the following actions:

Support Personnel

1. Full time District Technology Coordinator:
    a) Oversees and coordinates the use and maintenance of all technology in the district, monitors the network, troubleshoots equipment problems and when possible makes repairs.
    c) Assists teachers in the integration of technology into their curriculum.
2. Establish a core group of Technology Mentors in each building who can help others with their questions and problems especially as they relate to implementing technology into the curriculum.
3. Train high school students as trouble-shooters throughout the district by implementing a program that includes high standards for honesty and integrity as well as technical abilities.
4. Establish the use of student 'technologists' and/or parent volunteers in all buildings.

SECTION 4
TECHNOLOGY PLAN REVIEW PROCEDURE

Technology Plan Review Procedure as follows:

a) Review the technology needs of each building in the district at least twice a year.

b) Review progress in achieving the annual goals and objectives set forth in this plan by the Technology Committee as follows:

(1) Review and correlate staff development plans and installation schedule of equipment and software in June.

(2) The year's progress will be reviewed in March and the next year's will be revised to meet evolving needs of staff, emerging new technology, and available funding.

c) The Technology Coordinator will report regularly to the School Board on technology integration

(1) A status report of current progress will be presented at school board meetings as needed during the school year

(2) An annual report and revised Technology Plan will be presented for board approval in June.

SECTION 5
PARENT INVOLVEMENT

Technology will be used to promote parental involvement and increase communication with parents and parents will be informed of the technology used.

- Encourage the use of students to maintain district web pages for clubs and activities.
- Each building to feature technology at Parent Nights, Open Houses, and Conference Days.
- Blackboard Program
- Access to Computers through LCC and Family Resource Center

SECTION 6
CIPA COMPLIANCE

The Oakridge School District is CIPA compliant through the Lane ESD's Internet filtering system that covers most districts within Lane County. Students at our district are required to read and sign, with their guardian, an Internet Acceptable Use Policy that outlines safety issues related to the use of the Internet. Furthermore, before students are able to access the Internet, they are required to take and pass an Internet Safety Test.

SECTION 7
IDENTIFYING AND PROMOTING OF CURRICULA AND TEACHING STRATEGIES THAT INTEGRATE TECHNOLOGY

In December 2000, the United States Secretary of Education released new National Education Technology Goals:

- **Goal 1** - All students and teachers will have access to information technology in their classrooms, schools, communities, and homes.
- **Goal 2** - All teachers will use technology effectively to help students achieve high academic standards.
- **Goal 3** - All students will have technology and information literacy skills.
- **Goal 4** - Research and evaluation will improve the next generation of technology applications for teaching and learning.
- **Goal 5** - Digital content and networked application will transform teaching and learning.

To achieve these goals, the district will provide training, guidance and professional development opportunities to teachers and staff as they align their content curriculum to these standards and Oregon's Common Curriculum Goals. The timeline will be to focus on one curriculum area per year (i.e. Math, Science, Social Studies, etc.). Teachers in those respective curriculum areas will receive training and professional development opportunities in the use of technology to help attain a higher level of student achievement.