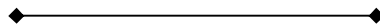




# **SILVER STATE HIGH SCHOOL**

**3719 Carson Street  
Carson City, Nevada 89706**

**21<sup>st</sup> Century Skills for Success**



**A Plan for the Advancement of Technology**

**Student Centered, Teacher Driven,  
Life Long Learning**

**Prepared for the Nevada Department of Education  
May 2009**

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Special thanks to the members of the Governing Body and staff of Silver State High School for their continued support and input in this Technology Plan. We have lofty goals as school administrators and, with the help and support of these and many others, we will achieve these goals; preparing students for the 22<sup>nd</sup> century and beyond.

# **Silver State High School**

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### ***Executive Summary***

#### **Introduction**

In Nevada today, we find ourselves in a new world. Economic and workforce pressures, brought on largely by globalization and the resulting shift of routine work overseas, require a rigorous self-examination of what we do in schools to prepare students to thrive in an increasingly digital and interconnected global society.

Silver State High School finds itself competing with new and exciting media-rich environments for entertainment and social communications. Our students engage in meaningful communication outside of school using Web 2.0 and other highly mobile technologies and structures. They collaborate as digital, global citizens to address real-world, relevant issues.

The challenge, then, is to transform the industrial education model with modern tools, strategies, and learning resources to prepare our young learners for their futures. The following executive summary outlines the plan of Silver State High School to do just that.

#### **Goals for Success 2009 - 2014**

Three goals drive this plan addressing the following critical areas:

- Robust infrastructure and connectivity supporting digital-age learning and teaching.
- Professional growth for educators to improve student learning with technology.
- Instructional technology integration across the curriculum to engage digital learners.

These goals will be achieved in a culture of collaboration among all stakeholders to ensure that students at Silver State High School master 21<sup>st</sup> Century Skills for Success including the Nevada Educational Technology Standards for Students. The rationale justifying each of these goals, and the anticipated learning benefits, are included in the text of this plan.

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#### **Progress Targets**

Action plans for achievement of the Goals for Success are delineated as multiple Progress Targets organized in support of each goal. Details included in this plan for each Progress Target are:

- Action steps for achieving each target,
- Responsible party for ensuring achievement,
- Timeline for onset, and
- Outcome(s) of success.

#### **Development and Revision Process**

This plan was created through a collaborative effort. An array of Silver State High School data, state and school trends, state educational technology plans of other states, and other State of Nevada school district plans were considered in the development of this plan.

At least annually, the Silver State High School administration will:

- Report progress on this plan to the Nevada Department of Education (NDE).
- Develop a funding request for the subsequent year of implementation of this plan.
- Lead education stakeholders through a review and revision (as warranted) of the plan.

## **21<sup>st</sup> Century Skills for Success: A Plan for the Advancement of Technology**

### ***Introduction***

#### **The Need for Change**

Silver State High School (SSHS) is a model on-line charter school, sponsored by the State of Nevada Board of Education, whose goal is to provide a quality, public secondary alternative high school to meet the specific educational needs and concerns of students.

In a time of constant technological change, there is a continual drive for greater productivity with fewer resources. What was, at one time, thought to be technologically better is now considered “old school” and scoffed at because of what is new. What one generation is not only content with, but is thought to be the cutting edge of technology, our kids will not understand how we were able to get by using such archaic machinery. The students within the walls of our schools are being prepared for jobs that do not even exist yet.

There is strong evidence to support the idea that the present is always a period of change; change which has affected and continues to affect modes of transportation, the use of household appliances, methods of communication and the way instruction is being shared. Education is still making use of technology as it did when our parents were in school; but, there have been some movement towards the introduction of “innovative” virtual school programs which claim to have there basis in educational technology. While some of these programs have been established, they are not in widespread use; even though they may represent efforts to effect changes.

The perfect blend of education and technology is a combination that better prepares students for a higher income in the future and entices them to finish high school. Failure to finish high school is troubling because individuals without a high school diploma have lower incomes and higher rates of unemployment and are more likely to be incarcerated than individuals with



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a high school diploma or its equivalent, such as a General Education Development (GED) certificate. Almost 5 percent of high school students nationwide dropped out of school between October 2006 and October 2007, while approximately 75 percent of students who enrolled in grade 9 in 2000 graduated with a high school diploma in 2004.

Dropout rates tell educators how many students left school in a single year. These rates are particularly useful for estimating the percentage of students leaving school in specific grades and for identifying grade levels in which dropping out is a greater risk. Graduation rates provide information about the percentage of students who complete high school on time and with a regular diploma and help educators understand progress toward an important indicator of adequate yearly progress under the No Child Left Behind Act.

Nationwide, dropout rates for public school students in grades 7–12 ranged from 1.4 percent to 4.0 percent. Within our region as a whole and its individual states dropout rates were 0.3–0.9 percentage point higher for male students than for female students. Dropout rates varied greatly across ethnic groups, particularly when such rates are compared across states. Dropout tended to be higher in urban areas and lower in rural locales. In grades 7 and 8 dropout rates were typically less than 0.5 percent, both in our region as a whole and in its individual states. Dropout rates were higher in grades 9–12—ranging from 1.1 percent to 7.5 percent—and generally increased by grade level, with some exceptions.

On-time graduation rates (defined as earning a regular diploma in four years) ranged from approximately 76 percent to almost 85 percent in the Western Region states. In the region as a whole and in each of the states a higher percentage of female students graduated on time than did male students. Graduation rates varied markedly across ethnic groups in each state. The highest graduation rate was more than 95 percent; the lowest was approximately 32 percent. For students in large urban areas graduation rates

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were approximately 72 percent. Graduation rates for students from rural areas ranged from 74 percent to more than 92 percent across states in the region.

The mission of Silver State High School's hybrid model is to provide a quality, public secondary alternative high school to meet the specific educational needs and concerns of students who are in danger of dropping out of high school or to recover those students who have already dropped out of school. To provide an opportunity for students who are behind in credits to get caught up and eventually graduate. It is also our mission to offer an opportunity to students who are unable to attend high school during normal hours, to students who are homebound because of a disability or other reason, or to students who are parents and have a young child that would preclude daily school attendance.

Silver State High School will improve the opportunities for students to learn by offering a comprehensive and rigorous high school curriculum that will be offered with a flexible, individualized delivery system utilizing on-line curriculum and 24/7 availability. Our staff will be available to help students both during the day and early evening hours. The Silver State High School staff is a group of highly experienced, licensed educators that spend the extra time and the extra care needed for our students. They model the use of effective methods of teaching to motivate and nurture the students to success. Emphasis is placed on preparing the student for the world of work and adulthood while completing all the required classes to earn a high school diploma.

It is our intent, as the school grows in population, that we will add grades 7-8. This will allow a smoother transition from elementary schools and better prepare students for greater technology in an advanced computerized high school. Silver State High School creates an environment that rewards students for positive behavior and disciplines unacceptable conduct. Teachers,

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parents, and students each follow high standards that enable them to work together to establish high expectations.

### **History of Silver State High School**

The school was founded in 2003 and conceived on a belief that nothing has a greater impact on children's lives than the education they receive. SSHS opened August 2004 in Carson City with the ability to serve any student in Nevada. Designed to improve educational opportunities in Nevada, SSHS is currently home to students in grades 9-12.

Located in the heart of Carson City, SSHS was originally created specifically for students that are in danger of dropping out of high school, recover students that have withdrawn from school, help students who are behind in credits, give students who are unable to attend high school during normal hours a flexible alternative, or allow disabled homebound students or students who are parents and have young children at home preclude their daily attendance.

On-line education has become such a popular means of delivering quality education that our population has expanded to those who are simply tired of the everyday drama created by students at their traditional high school. Advanced technology, small class sizes and extended school hours are just some of the practices the SSHS utilizes to achieve a higher standard of education in a high school environment.

SSHs accepts students throughout the school year until the "Count Day" enrollment number is reached. As our enrollment decreases through students moving, new students attending SSHS are selected by lottery. Tuition is free, and there is usually a long waiting list for admission.

### **Technology Vision** ***"Teaching the Future, Today."***

Silver State High School is committed to ensure that all students become successful, lifelong learners. It is difficult to imagine that this can be obtained

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without preparing students for the Information Age of the 21st century. Both instructional practice and supporting curricular and management systems must take advantage of the power of current emerging technologies.

SSHS views technology as an effective and necessary tool, capable of enhancing both the communication ability and productive capacity of our students, staff, and parents. Silver State High School students must be competitive in an ever-changing world. The purpose of this plan is to facilitate a technologically rich environment that enhances instruction, improves student achievement, and meets the administrative needs for Silver State High School. An increasing number of jobs require more computer familiarity and advanced computer skills.

Another purpose of this plan is to give students an opportunity to develop technological proficiency which will enable students to maximize their access to information, enhance problem-solving skills, and develop effective communication in the Information Age to meet the challenge of an ever changing, ever advancing technological skill set. Students will be able to interact successfully in a technological environment to achieve their personal, education, and career goals.

### **Curriculum Concerns**

The implementation of technology is affecting how our school operates, how teachers teach, and how students learn. Students are changing from passive learners to active participants in unique learning environments. The curriculum focus has changed from instructional objectives that guide learning to outcomes that are expected of students as they master the curriculum. Students today are charged with more responsibility for their own learning. They need to master curriculum principles and problem solving techniques. New learning environments, enhanced by technology, emphasize personalized student educational plans, a greater degree of independent small group learning, and a more active learning environment. Technologies help students

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find and handle more information more quickly, build a more productive knowledge base, and learn more about the real world by engaging in simulations that aid in the process of developing logical problem-solving skills. By changing the focus of curriculum and methods for delivery of instruction, and by empowering students through technology, Silver State High School can produce a learning environment where students can be expected to achieve at higher levels. The school will use a variety of methods to measure improvement in student achievement with the implementation of technology. Administrators and counselors will monitor student Nevada Proficiency Exams to determine whether or not student performance has increased due to educational technology integration.

Our concern and challenge is how to get students from where they are to where they need to be so they can be as successful as possible. We want each student to be able to advance one year in his/her reading level. We want each student's math score to advance at least one year each school year. We want all teachers to be trained and given support on using computers, using software and applications, and using individual courses so that they continue to grow and improve their technology skills. We do not want our teachers to fall behind in technological skill so that the students are teaching them or learning the skill along side our students. We want all equipment to be accessible, up-to-date, and maintained for teachers to use to enhance learning and improve presentations of lessons. It is essential that our staff and students are using up-to-date software and using multimedia for both core curriculum and program specific electives. Updated software must be evaluated and purchased for the core curriculum areas of Math, Language Arts, Writing, and Science and an updated list of reliable online resources that can be purchased and used in addition to our on-line curriculum. Continuous research needs to take place so that our school always has the most up-to-date curriculum and state-of-the-art hardware and software.

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#### ***Goals for Success***

Three goals drive this plan, 1) Infrastructure and Connectivity, 2) Professional Growth, and 3) Instructional Technology Integration and are described in the following sections. The overarching goal of the 2008 Silver State High School Improvement Plan was considered throughout the creation of this plan. Additionally, 21st Century skills and statewide collaboration will play a central role in implementing this plan. The following statements are the underlying concepts that support every goal and target of this plan.

#### **Underlying Ideology of the Goals for Success 2008 Silver State High School Improvement Plan**

The overarching goal of Silver State High School's Improvement Plan is to effectively deliver a rigorous and relevant standards-based education that increases student achievement, reduces the achievement gap, and prepares each student for a wide range of post secondary options. This is the overarching goal of this plan, as well.

#### **21<sup>st</sup> Century Schools and Learners**

An effective 21<sup>st</sup> Century high school replicates the experiences successful Americans have in the post-high school world. Like successful workers, educators and students work in teams, take responsibility for the success of the system they belong to, and are able to think and act creatively and critically. Learning experiences infuse the traditional basics with the new 21<sup>st</sup> Century skills of global awareness, financial, economic and business literacy, civic literacy, and information and technology literacy. Silver State High School motivates students and provides real-world learning experiences by planning for and providing a 21<sup>st</sup> Century education. Creating a context of real-world experiences takes advantage of students' comfort levels with technology and their need for autonomous exploration.

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**Collaboration**

To effectively implement the goals of this plan, stakeholder collaboration is central to its success. The integration of technology into all curriculum areas will require collaboration of many stakeholders in the greater community served by Silver State High School. These include, but are not limited to, public service media, corporations, foundations, higher education, as well as school administrators, support staff, and teachers. Technologies, such as online meeting applications, video conferencing technologies, online forums, and online professional development tools, will be used to facilitate collaboration.

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#### ***Goal 1: Infrastructure and Connectivity***

##### **Goal Statement**

Sustain a robust technological infrastructure including connectivity needs at all levels.

##### **Rationale**

In order to teach 21<sup>st</sup> Century skills to students, they must have reliable and stable access to a network and the internet. This is of utmost importance in the digital age. Students and staff must have all the tools and resources needed for students to learn these skills.

##### **Benefits for Learning**

- Students will use current technologies that support learning.
- When Silver State High School achieves a greater technology infrastructure, we will assist other districts. In the midst of budget crisis, it is prudent for charter schools and districts to share resources rather than to work in isolation.
- We will have improved decision-making through the collection and analysis of baseline infrastructure data.

##### **Reality in Silver State High School**

- Silver State High School has the infrastructure to maintain its current level of technological resources, but as technology changes and improves, our infrastructure must keep up with those demands and there is no formal system in place to keep the infrastructure up-to-date.
- There is a paucity of information on current inventories and capabilities of equipment at Silver State High School.
- No system is in place that supports sustainable resources to improve student achievement and engagement through classroom technology integration.



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**Target 1**

Identify current technology infrastructure resources used at SSSH.

<b>Action Step</b>	<b>Responsible</b>	<b>Onset</b>	<b>Resources Needed</b>	<b>Outcomes</b>
Inventory current technology equipment at SSSH.	SSHS IT Administrator	2009 Fall	Time for inventorying	School wide inventory of technology equipment

**Target 2**

Identify technology infrastructure resources available to Silver State High School.

<b>Action Step</b>	<b>Responsible</b>	<b>Onset</b>	<b>Resources Needed</b>	<b>Outcomes</b>
Compile a list of infrastructure resources	SSHS IT Administrator	2009 Fall	Internet	A list of resources the IT administrator can rely on

**Target 3**

Identify technological infrastructure and support needs to devise an upgrade schedule.

<b>Action Step</b>	<b>Responsible</b>	<b>Onset</b>	<b>Resources Needed</b>	<b>Outcomes</b>
Establish support needs	SSHS IT Administrator	2010 Summer	Time for compiling list	Identification of school wide needs
Establish upgrade schedule	SSHS IT Administrator	2010 Summer	Time for compiling schedule	Establishment of school wide upgrade schedule

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#### ***Goal 2: Professional Development***

##### **Goal Statement**

Consistent, high-quality professional development will be provided to Silver State High School educators to improve classroom technology integration that supports 21<sup>st</sup> Century student achievement.

##### **Rationale**

If we are going to prepare 21<sup>st</sup> Century students, we need to prepare 21<sup>st</sup> Century teachers. Teachers need opportunities to learn new skills, improve on current technology skills, and use current technologies that support learning for their students. Professional development should be offered in a variety of ways, according to a statewide vision, over time. It should be embedded in and applicable to content areas, encourage higher order thinking skills, and suit adult learners.

##### **Benefits for Learning**

- Students will be engaged and challenged by teachers competent in 21<sup>st</sup> Century skills.
- Students will have opportunities to learn with current technologies.
- Students will use technology in support of learning in all content areas, not in isolation.

##### **Reality in Silver State High School**

- There are exemplary programs in place, but they are not systemic or well-known.
- There are inequities in technology access, professional development opportunities, and funding.
- Technology integration in the classroom is teacher driven, rather than standards driven.
- There is no operational definition of quality technology PD or cohesive PD path for teachers (ongoing, sustained, supported, follow up, focused on student needs).

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**Target 1**

Training will be provided to teachers on the use of and procedures for computers and the software programs applicable to them.

Action Step	Responsible	Onset	Resources Needed	Outcomes
Training will be provided the first two weeks of school for all new teachers and those needing refreshers. Training will be ongoing as needed for the balance of the school year.	SSHS Administration IT Administrator	2009 Fall	Trainer	Teachers will be trained on the use of and procedures for computers and the software programs applicable to them.

**Target 2**

The staff will receive continued training on the use of eCollege and PowerSchool in, but not limited to, the following areas: uploading of grades and curriculum outlines, teacher web pages to enhance communication with students and parents about assignments, tests and homework.

Action Step	Responsible	Onset	Resources Needed	Outcomes
Provide training during Staff Development days throughout the year, department level meetings and support before and after school through condensed one to one or team sessions.	SSHS Administration	2009 Fall	Trainer	The staff will be trained on the use of eCollege and PowerSchool in multiple areas.

**Target 3**

Teachers will be trained in the use of software or on-line curriculum exclusive to their academic area.

Action Step	Responsible	Onset	Resources Needed	Outcomes
Training will be provided for software that is currently installed on computers in their departments. Increase awareness of other software and on-line curriculum that is relative and available for purchase.	SSHS Administration Department Heads	2009 Fall	Trainer	Teachers become trained in the use of software or on-line curriculum exclusive to their academic area.

**Target 4**

Teachers will implement the use of SMART Boards, LCD projectors, presentation software, and streaming video and other resources available to deliver academic concepts.

Action Step	Responsible	Onset	Resources Needed	Outcomes
Teachers will be provided training SMART Boards, LCD projectors and presentation software will also be provided. Training will also be provided on how to deliver teaching concepts by using the SMART Boards, LCD projectors, and presentation software.	SSHS Administration	2009 Fall	Trainer	Teachers will implement the use of SMART Boards, LCD projectors, and presentation software to deliver concepts.

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#### ***Goal 3: Instructional Integration***

##### **Goal Statement**

Technology will be integrated into all classrooms to enhance opportunities for students to develop 21<sup>st</sup> Century Skills for Success.

##### **Rationale**

A rich, technologically integrated environment will prepare Silver State High School students to compete successfully in the digital age. This integration must occur equally across all curriculums, all teaching, and all learning.

##### **Benefits for Learning**

- Students who use technology are engaged learners and therefore, less likely to disrupt the learning environment or to drop out of school.
- School leaders articulate and support a vision for the use of educational technologies so that teachers can effectively integrate technology into their teaching and learning.
- Students develop skills that allow them to use information and communication technologies to collaborate, construct knowledge and provide solutions to real-world problems.
- All educators and students will have access to relevant technology resources and services that support instructional goals.

##### **Reality in Silver State High School**

- Pockets of excellence using technology do exist at Silver State High School, but these programs are often unique to projects or certain teachers.
- Core content standards do not include integrated technology components across all curricular areas.

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**Target 1**

Teachers will ensure that each course will include expectations for students to use a variety of forms of technology.

Action Step	Responsible	Onset	Resources Needed	Outcomes
Teachers will include in their long term lesson plans how they will use technology with their students and in their instruction.	SSHS Administration IT Administrator SSHS Staff	2009 Fall	A variety of technology	Teachers ensure that each course includes expectations for students to use a variety of forms of technology.

**Target 2**

Students will utilize technology to explore subject area, complete assignments, and deliver presentations.

Action Step	Responsible	Onset	Resources Needed	Outcomes
Each course expectation will include the development of techniques and require projects to integrate technology in a variety of forms.	SSHS Administration SSHS Staff	2009 Fall	Technology that would allow students to explore subject areas, complete assignments, or deliver presentations.	The students will utilize technology in order to explore subject areas, complete assignments, and deliver presentations.

**Target 3**

Teachers will promote awareness of educational opportunities in technology in area businesses.

Action Step	Responsible	Onset	Resources Needed	Outcomes
Bringing guest speakers from industry, initiate job shadowing and internships and increase the number of partnerships with area businesses and increase participants in annual career fair.	SSHS Administration Department Heads	2009 Fall	Guest Speakers Job Shadowing Program Area Business Partnerships Career Fair	Students become aware of educational opportunities in technology in area businesses.

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### Technology Plan

#### *Glossary of Terms*

**21<sup>st</sup> Century Skills for Success** - Using information and communications technology (ICT) to gather and assess information, collaborate, innovate, think critically, and solve problems through real-world classroom projects and activities.

**Bandwidth** - The speed at which a device connects to a network and the speed that the network connects to the Internet; sometimes called "connectivity".

**Connectivity** - The speed at which a device connects to a network and the speed that the network connects to the Internet; sometimes called "bandwidth".

**CET** - Nevada Commission on Educational Technology

**Electronic Repository** - Virtual sharing point for electronic documents; storage for electronic products or projects

**Hybrid Model** - An institution or organization that is not solely a "brick and mortar" structure nor is it solely a virtual school, but a combination of the two; student services and courses are conducted through technology. Services are delivered through a network, and, even more currently, cell phone technology and through face-to-face contact with the teacher at a school building.

**Infrastructure** - All equipment and devices needed to provide technology use for learning; hardware.

**ISTE** - The International Society for Technology in Education

**NDE** - Nevada Department of Education

**NETS-A** - National Educational Technology Standards for Administrators

**NETS-S** - National Educational Technology Standards for Students

**NETS-T** - National Educational Technology Standards for Teachers

**NSHE** - Nevada System of Higher Education

**PD** - Professional Development

**Portal** - A website that functions as an entry point to the Internet by providing useful content and linking to various sites and features on the Internet.

**Stakeholders** - People who have a vested interest in the success of the project or who are involved in the implementation of the project

**US DOE** - United States Department of Education

**Virtual School** - An institution or organization that is not a "brick and mortar" structure; student services and courses are conducted through technology. Services can be delivered through a network, and, even more currently, cell phone technology.

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### Technology Plan

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