
INSTRUCTIONAL TECHNOLOGY PLAN

2016-2020

EUREKA COUNTY SCHOOL DISTRICT



EUREKA, NEVADA

A VISION FOR EDUCATIONAL TECHNOLOGY

STUDENT FOCUSED – TOTAL INVOLVEMENT – LIFE LONG LEARNING

MAY 2016

Board of Trustees

Kathy Bacon-Bowing – President
Darla Baumann – Clerk
Robin Hicks - Member
Terri Lynn Brown - Member
Mike Rebaleati - Member

Superintendent

Dr. Greg Wieman 2016
Mr. Dan Wold 2017

Technology Committee Members

Ken Cooper, Teacher, Eureka County High School
Rosie Bliss, Eureka County High School
Theresa Williams, Teacher, Eureka Elementary School
Bobbi Sestanovich, Teacher, Eureka Elementary School
Trudy Petroff, Teacher, Crescent Valley Elementary School
Kim Archuleta, Eureka County High School
Allen Gumm, Eureka County High School
Mike Rebaleati, ECSD Board of Trustees
Dan Wold, Principal, Eureka County High School
Elmer Porter, Technology Director, Eureka County School District

Technology and Science multiply around us. To an increasing extent they dictate the languages in which we speak and think. Either we use those languages, or we remain mute.

J. G. Ballard (b. 1930), English novelist

INDEX

Plan Mission Statement
ECSD Mission Statement
Philosophy
Time to Take Action
Plan Overview
Teacher Instruction and Student Learning Curriculum Goals and Assessment

Benefits of Technology Integration
Student Learning Goals
Teacher Instruction Goals
Administrative Technology Goals
Instructional Technology Plan 2016-2020
Instructional/Curricular Technology Priorities
School Site Instructional Technology Guide

- Eureka Elementary School
- Crescent Valley Elementary School
- Eureka County High School
- Eureka County School District Administration Office

Community/Parent Outreach
Comprehensive Staff Develop Plan
Student Technology Objectives

Appendices

- 1. ECSD Technology Hardware Standards
- 2. ECSD Demographics/Free and Reduced Lunch Percentages

Notes

"The Mediocre teacher Tells. The Good teacher Explains. The Superior teacher Demonstrates. The Great teacher Inspires."

William Arthur Ward

MISSION STATEMENT:

To develop a plan that will facilitate a technologically rich environment that enhances instruction, student learning, and meets administrative needs for the Eureka County School District [ECSD, the district].

ECSD MISSION STATEMENT:

The Eureka County School Board, teacher, administrators, and school staff believe that every student can learn and achieve. It is the purpose of the School Board, teachers, administrators, and staff, with the support of the parents/guardians, to teach, guide, and assist students toward acquiring skills in academic, occupational, and social areas. We feel these skills are essential for choosing success and making positive contributions to society.

PHILOSOPHY:

Eureka County School District is committed to ensure that all students become successful, life-long learners. It is difficult to imagine that this can be obtained 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. Learners will be able to interact successfully in a technological environment to achieve their personal, education and workplace goals. ECSD views technology as an effective and necessary tool, capable of enhancing both the communication ability and productive capacity of our students, staff and parents. Eureka County students must be competitive in an ever-changing world. The opportunity to develop technological proficiency will enable students and staff to maximize their access to information, enhance problem-solving skills and develop effective communication in the Information Age.

TIME TO TAKE ACTION

Increasingly, everything which is done at home, at work, and at the school is intertwined with technology. Almost 40 million Americans have computers in their homes. Sixty percent of the jobs that will be available at the beginning of the 21st century will require skills currently held by only 20 percent of the work force. Only eight of the 54 careers projected to have the most growth potential over the next five years do not require technological fluency. There is a tidal

wave of students coming to school ready to weave technology into what they do at home, just as they will need to do when they leave school. ECSD recognizes the need to integrate technology into the classroom from all areas of the curriculum. By providing students and staff with adequate technology tools based upon a sound strategic plan, providing students access to technology, and developing a professional development program based upon the goals and assessments of the District, ECSD can educate students for the 21st century.

PLAN OVERVIEW:

This plan will focus on the District's direction for integrating technology into the curriculum, continued staff development and technology access for students and staff. Technology is constantly changing, and these changes continue to influence every area of school and district functioning. Technology planning cannot be considered in isolation of other areas. A balance must always be maintained so that the needs of students, teachers, administration and the curriculum goals of the district are the driving forces behind the implementation of technology.

TEACHER INSTRUCTION AND STUDENT LEARNING CURRICULUM GOALS AND ASSESSMENT

“Teaching the Future, Today”

The implementation of technology is affecting how our schools operate, how teachers teach, and how students learn. The teacher's role is changing from one of a provider of information to one of organizer, leader and facilitator of learning. Students are changing from passive learners to active participants in the learning environments. We are changing our curriculum focus 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 find and handle more information more quickly, build a more productive knowledge base, and learn more about the real world by engaging in real world 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, the District can produce a learning environment where students can be expected to achieve at higher levels.

The District will use a variety of methods to measure improvement in student achievement with the implementation of technology. Administrators and counselors will monitor student State testing, College Entrance Exams, District testing and Nevada Proficiency Exams to determine whether or not student performance has increased due to educational technology integration. The use of an integrated software program within the elementary schools will provide teachers and administration timely information for learning assessments and remediation training. Teachers and administration will use technology applications to monitor student achievement.

The District shares the beliefs and assumptions outlined in the *Nevada Commission on Educational Technology State Plan to Implement Technology to Support Student Learning*.

1. Promote access to high-quality content.
2. Establish a statewide professional development program to support curriculum integration.
3. Provide adequate technical support for classroom teachers.
4. Conduct formative evaluations on an annual basis.
5. Continue to support the technical infrastructure.
6. Technology enhances learning, when applied in a planned manner involving the integration of training, curriculum, and hardware resources.
7. Educational technologies will be required to meet the wide variety of geographic and curricular needs in Nevada.
8. Technology helps cultivate communities of learners that extend beyond boundaries of traditional classrooms.
9. Technology is not just a subject to be taught. It is a tool that helps learners complete the tasks set before them.
10. Access to interactive technology establishes connections to the world, creating the relevance that motivates students to remain in school.
11. Skills in using technology are essential for the successful transition from school to career, providing the ability to compete in an increasingly technological world.
12. The level of educational opportunity for all Nevada students must be equal, regardless of geographical or economic status.
13. Learning is lifelong. The advantages of educational opportunity through technology must always be available to students of all ages.
14. Technology contributes to an environment, which stimulates participatory democracy for all citizens, supports healthy government, and fuels a rich economy.
15. Shared management and funding responsibilities for statewide education technology resources demonstrate effective collaboration among state agencies as well as within the education system.
16. Technology can provide ready access to vital educational information to make informed data driven decisions to improve education, increase educational accountability, and improve the delivery of services to students.

Methods of evaluating the impact of educational technology integration on student achievement will include:

- Adapting district wide implementation of the Nevada computer technology performance standards and skills.
- Monitoring student achievement test results in reading, language arts, mathematics, and science.
- Distributing a school technology evaluation checklist. The technology checklist will be completed by teachers, students, administration, technology and curriculum committees once per school year;
- Interviews and informal meetings with both instructors and students on their uses of educational technology;
- Providing integrated learning computer systems to teachers for collecting immediate student achievement progress reports.
- Developing project-based assessments based upon the state standards.

Effective evaluation of student and staff achievement will force ECSD technology planners to rethink and/or adapt objectives, priorities, and strategies as technology implementation proceeds in the years to come. Continuous evaluation also facilitates making changes if aspects of the plan are not working. Evaluation of technology curriculum objectives will enable state, district, and building administrators to proceed with funding planned areas as to whether technology dollars have truly enhanced student performance.

BENEFITS OF TECHNOLOGY INTEGRATION

The benefits of technology integration into the Districts schools will:

- Provide an increase in student test achievement performance of state and district test scores.
- Induce student mastery of technology curriculum goals.
- Increase student, teacher, and staff access to technology.
- Connect students, staff and the community of Eureka to the vast stores of information and resources available via the Internet and electronic media.
- Facilitate communication between various groups of Eureka students and groups of other students in Nevada and the world.
- Provide teachers with the electronic means to manage the non-instructional aspects of the classroom.
- Support the professional training network consistent with the guidelines set forth by the State of Nevada and other agencies.
- Provide the students and staff with the necessary technology to implement the goals of the State of Nevada and District technology plan.
- Sustained interest and use by students.

- Opportunities for students to use technologies for different learning styles.
 - Opportunities for individualized problem solving.
 - Provide teachers with greater number of teaching tools for serving a diverse student population.
 - Increased teacher creativity and renewal.
 - Provide students with alternative ways to learn and express their knowledge.
 - Students become capable information technology users
 - Allows students to become problem solvers and decision-makers
 - Provides for creative and effective users of productivity tools
 - Empowers communicators, collaborators, publishers, and producers
 - Provides for informed, responsible, and contributing citizens
 - Students will be able to compete in a global market.
-

“Technology is meaningless, unless it changes the way you behave.”

STUDENT LEARNING GOALS

To enhance the use of technology in **Student Learning**, ECSD will:

(Goal 1)

.....**provide students adequate access to technology.**

Strategies: The district will accomplish this goal by.....

1. providing students with sufficient hardware and software.
2. scheduling classes and classrooms to maximize student usage.
3. providing students with the capabilities for remote access to relevant information.

(Goal 2)

.....**provide ample training for students.**

Strategies: The district will accomplish this goal by.....

1. writing and revising K-12 curriculum that mandates student training in technology use while applying appropriate scope and sequence considerations.
2. hiring sufficient, qualified staff.

(Goal 3)

.....**use technology to enhance student learning and expand the curriculum.**

Strategies: The district will accomplish this goal by.....

1. budgeting for new technology.
2. integrating goals set forth by the technology plan into K-12 curriculum plans.
3. offering students parts of all technology available in the district.
4. utilizing all distance learning capabilities available within the district.

TEACHER INSTRUCTION GOALS

To enhance the use of technology in **Teacher Instruction**, ECSD will:

(Goal 1)

.....**implement Staff Development Programs for Classroom Use of Technology**

Strategies: The district will accomplish this goal by.....

1. providing standard staff development for all teachers on technology basics during district in-service days.
2. providing staff development for all teachers on technology basics with off-site technology training opportunities.
3. providing staff development for all teachers on technology basics using the District's satellite and compressed video systems.
4. providing staff development for all teachers by establishing a technology mentor or technology team at each building site.
 - A. Technology mentors or technology teams will be trained to teach peers through on-site workshops or through off-site conference and workshop attendance.
 - B. Technology mentors or technology teams will be allowed release time to provide training to classroom teachers during regular class time.
 - C. Technology mentors or technology teams will be given compensation to provide training to classroom teachers during preparation or non-school time.
5. supporting a professional training network consistent with the guidelines set forth by the State of Nevada and other agencies.

(Goal 2)

.....**continually strive to upgrade its technology.**

Strategies: The district will accomplish this goal by.....

1. scheduling an annual review by the district's Technology Committee of existing and available technology.
2. gathering and disseminating current technology information to all classroom teachers.
3. budgeting for new technology.
4. establishing technology committees at each building site to review existing and available technology.

(Goal 3)

.....**provide teachers adequate access to technology.**

Strategies: The district will accomplish this goal by.....

1. supplying instructors with the necessary hardware and software.
2. providing instructors the capabilities for remote access to curriculum information.
3. scheduling classes and classrooms to maximize teacher usage.
4. maintaining a technical assistance infrastructure.

ADMINISTRATIVE TECHNOLOGY GOALS

To enhance the use of technology in **Administrative Technology**, ECSD will:

(Goal 1)

.....**Implement staff development programs for Administrative use of technology.**

Strategies: The district will accomplish this goal by.....

1. providing training in electronic management materials that will facilitate administrative use of technology.
2. supporting a professional training network consistent with the guidelines set forth by the State of Nevada and other agencies.

(Goal 2)

.....**Implement the ability to communicate through technology with other district personnel and educators.**

Strategies: The district will accomplish this goal by.....

1. providing district personnel with necessary hardware and software.
2. maintaining a technical assistance infrastructure.

(Goal 3)

.....**ECSD will provide district personnel with the ability to access information.**

Strategies: The district will accomplish this goal by.....

1. providing the necessary technology to implement the State of Nevada Technology Plan.
2. electronically accessing Federal, State, and Local government information and services.

(Goal 4)

.....**Provide educators with the electronic means to manage the non-instructional aspects of the classroom.**

Strategies: The district will accomplish this goal by.....

1. providing the district personnel with necessary training.
2. providing educators with necessary hardware and software.
3. maintaining a technical assistance infrastructure.

(Goal 5)

.....to implement a standard District wide Administrative software system.

Strategies: The district will accomplish this goal by.....

1. providing district personnel with necessary training.
2. purchasing standard administrative software.
3. developing software-licensing standards.
4. maintaining a technical assistance infrastructure.

(Goal 6)

.....to implement a standard District wide computer platform.

Strategies: The district will accomplish this goal by.....

1. providing the district personnel with necessary training.
2. developing a plan to move to a district wide computer platform standard.
3. purchasing standardized district wide computer platforms.
4. developing a plan for hardware and software purchasing.

(Goal 7)

.....to implement a secure, adaptive, sustainable Cloud-Based computer system.

Strategies: The district will accomplish this goal by.....

1. continue to move viable platforms to Cloud-Based systems.
2. provide a secure Cloud-Based computer standard for all system platforms.
3. continue to integrate new computer systems and platforms into the network structure.
4. continue to upgrade and maintain a robust Cloud-Based computer system.

It makes each of our schools larger. It makes each of our schools more effective. It lets us offer students experiences and information they wouldn't otherwise have.

- Middle School Teacher

INSTRUCTIONAL TECHNOLOGY PLAN 2016-2020

INTEGRATING TECHNOLOGY INTO THE CURRICULUM

Eureka County School District is designing an approach to education where curriculum, assessment and instruction are structured in a way that prepares students with the wide variety of skills they need for success in life after graduation. Technology has and will play a major role in shaping and achieving the goals and objectives necessary to fulfill that vision. Our approach to this performance-based learning system is based upon four principles.

Principle One: Design Curriculum to Meet the Long-Term Needs of Students.

The curriculum our students will learn in school will be carefully developed and articulated PreK-12 to parallel the skills graduates need to be successful for the rest of their lives. It will include the content skills, and abilities identified as essential by national organizations, state requirements, and business recommendations.

The computer and media curriculums will be written emphasizing these major program outcomes throughout a student's educational career: 1) be comfortable using a computer, 2) possess computer literacy, 3) possess basic input skills, 4) be able to use general computer applications (spread sheet, databases, word processing, desktop publishing, etc.), 5) be able to use technical tools, 6) be able to access, process, produce, and present information using a computer, 7) be able to adapt to technological change, 8) understand the importance of computers in the workplace, 9) be receptive to and able to adjust to future media hardware and software developments, 10) be able to analyze and interpret information.

In addition, the articulated PreK-12 technology/computers/media curriculum will be organized into course or grade level outcomes that will define exactly for students, parents, and teachers what students will need to know, and be able to do, in order to complete a course or grade.

Principle Two: Assess Students' Success on the Curriculum for Competency and Performance.

Our assessments will be designed at two levels (competency and performance) to determine students' success in learning the curriculum. Competency assessments determine whether students have learned the "knowledge" of the curriculum. Performance assessments determine whether students can achieve "results" (solve problems, produce products, and give performances) using the knowledge they have learned. It is obvious that technology will be an invaluable tool in helping instructors to assess students' success in both of these areas. Performance assessments also provide a means of determining whether students are able to use what they have learned to make presentations, and give performances, develop word-processed documents, design artistic products, develop technical products, complete electronic productions and computer programs, solve problems, and complete long-term, complex tasks.

In order for students to demonstrate performance and competency they must have the task management skills, process skills, and life skills to complete tasks in an effective and efficient manner. Integrated within all PreK-12 curriculums will be these critical skills: Students must: 1...Work well with others, 2...Possess positive work habits, 3...Be productive thinkers and workers, 4...Routinely produce quality work, 5...Use technology effectively.

Eventually teachers will learn to include the productivity skills automatically as part of the teaching and reporting process in all grades and courses, and students will learn to assess their own productivity strengths and weaknesses and set goals to improve these skills which includes the effective use of technology.

Principle Three: Engage Students in Learning in a Manner that Prepares Them to Succeed in All Levels of Assessment.

Once careful plans have been made to assess students' possession of the curriculum at all levels, teachers will begin combining traditional instructional methods with additional skills and strategies (including the use of technology) to engage students in learning to achieve results. Instructors will learn about scheduling, developing student ownership, understanding different learning styles, using many resources (including technology) to assist learners who have special needs, making instructions more active (including the use of online resources, CD-ROM, and active and interactive video), planning units that focus on all levels of assessments, managing cooperative groups, integrating instruction, incorporating different forms of assessment (including electronic portfolios), and managing their time better.

The attention to effective use of technology in all three principles of our approach to improving our students' education will foster a learning environment in which students learn not only the technology, media and computer curricular competency objectives, but also the skills and attitudes necessary for success in a world of technology-based business and industry.

Principle Four: Provide All Students and Staff with Mobile Technology Devices to Achieve Anytime One-To-One Access During School Time Activities.

Anytime anywhere learning for all student's harnesses growing evidence about how people learn and how to deeply engage them. It relies on ubiquitous technology, but it is not about the technology. Capturing its potential requires our schools to design and implement new visions for the future of learning. No single vision for the future of learning fits all. The key is to lead vision design with clear goals for the future of learning.

VISION: An effective vision is successful because it connects conversations and reminds those involved of the fundamental 'why' behind a strategy. Powerful visions, grounded in the real context of a unique school or education system, provide the motivational bridge and clarity of purpose required to make it through to the next stage of progress.

Among our schools, we believe the strongest success cases are seen where a clear vision for learning defines how technology is integrated. Evidence is growing that when digital tools serve in the purpose of a clear vision focused on specific learning goals, progress happens, and it happens more quickly than in the past.

Over the course of this four-year technology plan, we are committed to provide all of our students and teachers with access to mobile technology devices anytime during the learning process. Teachers will have the opportunity through training and equipment to integrate mobile learning into their individual classroom curriculum. Students will have access to mobile devices in the classroom and will not be tied to the computer lab environment.

Over the course of this technology plan we hope to provide all students and teachers with wireless mobile device technology anytime during the school learning process.

INSTRUCTIONAL/CURRICULAR TECHNOLOGY PRIORITIES

- Develop a district-wide strategic plan that includes a vision for teaching and learning, and strategies to achieve it. These strategies will address curriculum and instruction, assessment, technology, professional development and resources. This plan will clearly define the educational goals of the district.
- The district's plan will establish and support an educational model that accommodates a variety of instructional styles, including basic skill development, direct instruction, experiential learning, collaborative learning, and project-based learning
- Integrate the use of technology into the performance assessments projects outlined at each grade level K-12.
- Continue to upgrade and improve the technology infrastructure of the schools and support buildings throughout the school district.
- Continue to upgrade, improve and/or replace all technology throughout the school district.

INSTRUCTIONAL TECHNOLOGY PRIORITIES

Priority One: Access

Equitable access is the primary key to the effective use of technology. Putting the right tools in the right place with appropriate support helps to ensure that students and staff benefit through their use. Appropriate and available technology tools will allow students and staff to achieve their educational and productivity objectives.

Recommendations:

- Ensure that every student has access to technology that provides the greatest benefit to his or her learning.
- Upgrade the laptop and mobile computer wireless technology solution at each school for student 1:1 computing.
- Enhance the capability in each classroom for teachers to make classroom presentations on a large screen or monitor.
- Allow appropriate email and collaboration access for students and staff working on projects that require communication with individuals inside and outside of school.
- Provide access for students to computers, software, and video technologies
- Develop strategies to maintain an up-to-date hardware and software inventory.
- Ensure the scheduling of classes and classrooms to maximize student usage with technology.
- Expand distance learning opportunities for students and staff.
- Create a reliable data backup connection solution for providing high speed Internet and email access to Crescent Valley Elementary School.
- As an incentive to teachers willing to commit to classroom technology integration, upgrade classroom computers and infrastructure that can support up-to-date software, and provide Internet access for students.
- Upgrade compressed video capabilities throughout the District.
- Upgrade and/or replace classroom smartboards throughout the school district.
- Upgrade and/or replace the telephone infrastructure throughout the school district.
- Replace existing paging and bell systems at Eureka Elementary School and Eureka County High School.
- Add an additional computer lab at Eureka Elementary school to accommodate the increased demand for online testing.
- Move the District office board room to another location from the Eureka Elementary School to accommodate an extra computer lab.
- Start the development of an off campus testing and learning center at Eureka County High School.

Priority Two: Staff Development, Training, and Support

The job of staff members is much more demanding today than it was ten years ago. Adults need time to experiment and to become comfortable with new job-related techniques and with supporting technology. Staff members need to be supported in this learning process. They need time to learn to use technology and how to manage the use of technology in the classroom.

Recommendations:

- Develop a Teacher Training Learning Series program with emphasis on the integration of technology into the curriculum.

- Maintain a Technology Technician/Professional Development Position with emphasis on training teachers on how to integrate technology into instruction and incorporating project-based learning methods and maintaining onsite technology maintenance.
- Ensure that technology training includes authentic tasks to demonstrate how to apply technology in education.
- Hold teacher learning days for curriculum integration of technology by revising school day schedules.
- Provide staff development training during in-service days.
- Provide incentives for teachers to integrate technology into the classroom.
- Provide additional support for integrating technology into the classroom.
- Utilize the staff development resources from resources throughout the State.
- Modify school schedules to allow minimum days on a regular basis to provide professional development time.
- Modify the role of the District Technology Director to focus more specifically on the instructional use of technology.
- Establish teacher competency standards for technology and use them to screen applicants and establish performance goals for staff provided by the State of Nevada.
- Establish more professional development opportunities through the use of compressed video.

Priority Three: Curriculum Integration

To ensure that technology is effectively used in classrooms, a clear connection must be made between technology and the curriculum. Units that integrate technology into the core curriculum and correlate with the standards will ensure teachers use technology to its fullest advantage.

Recommendations:

- Enhance core curriculum units with technology connections.
- Develop an online database of model lesson plans and projects.
- Produce teacher-ready core units with integrated technology applications.
- Develop accountability mechanisms to ensure that all teachers use technology to support academic goals.
- Purchase up-to-date instructional software to support and align with the outcomes of the district's strategic plan.
- Incorporate a variety of technologies (voice, video and data) into the curriculum to support virtual opportunities to learn where students might not otherwise have access to real world opportunities.

•
The following school site instructional technology guidelines are to be funded contingent upon adequate funding sources. The Technology Committee understands that this

document is a "Living" document and as technology changes, so could the following guidelines.

SCHOOL SITE INSTRUCTIONAL TECHNOLOGY GUIDE

EUREKA ELEMENTARY SCHOOL

- Purchase additional software licensing for computer workstations access to online or client computer learning systems.
- Equip networked mobile devices with Internet access in each classroom.
- Upgrade printers to include wireless printing capabilities.
- Purchase and install wireless laptop computers and/or mobile devices with mobile cart.
- Purchase additional thinking skills software.
- Upgrade curriculum software
- Purchase new student/staff computer systems to replace existing computers within a five-year cycle.
- Upgrade computer workstations to Windows10 or higher operating system.
- Purchase instructional software.
- Upgrade existing workstations to Microsoft Office 2013 or higher.
- Modify school schedule to provide professional development time for teachers in a reliable, accountable manner.
- Develop a school/community Internet Web Portal for the distribution of school related information to the home and community.
- Upgrade classroom presentation devices or large screen computers to provide teachers a tool to demonstrate how to use technology to students within the classroom.
- Upgrade existing telephone system to newer integrated VoIP system.
- Upgrade the wireless infrastructure throughout the school building.
- Upgrade smartboards throughout the school.
- Migrate to Infinite Campus Student Information System.

CRESCENT VALLEY ELEMENTARY SCHOOL

- Provide laptop and/or mobile devices to each student. Move to Windows based tablets by year 3.
- Provide classroom workstation online student learning system licensing
- Install wireless printer capabilities.
- Upgrade curriculum software.
- Install mobile devices with Internet access in each classroom.

- Purchase new student/staff computer systems to replace existing computers within a five-year cycle.
- Upgrade computer workstations to Windows10 or higher operating system.
- Purchase instructional software
- Installations of high-speed digital service for Internet, E-mail access.
- Upgrade existing workstations to Microsoft Office2013 or higher.
- Modify school schedule to allow minimum days to provide professional development time for teachers in a reliable, accountable manner.
- Develop a school/community Internet Web Portal for the distribution of school related information to the home and community.
- Upgrade existing telephone system
- Purchase classroom presentation devices or large screen computers to provide teachers a tool to demonstrate how to use technology to students within the classroom.
- Upgrade compressed video capabilities to enhance curriculum and staff development.
- Upgrade the wireless infrastructure throughout the building.
- Upgrade smartboards throughout the school.
- Migrate to Infinite Campus Student Information System.

EUREKA COUNTY HIGH SCHOOL

- Install mobile devices with Internet access in each classroom.
- Purchase new student/staff computer systems to replace existing computers within a five-year cycle.
- Purchase and install wireless laptop computers with mobile carts accessible in each classroom.
- Upgrade computer workstations to Windows10 or higher operating system.
- Install wireless printer capabilities throughout the school.
- Purchase instructional software.
- Upgrade existing workstations to Microsoft Office 2013 or higher.
- Modify school schedule to allow minimum days to provide professional development time for teachers in a reliable, accountable manner.
- Develop a school/community Internet Web Portal for the distribution of school related information to the home and community.
- Purchase classroom presentation devices or large screen computers to provide teachers a tool to demonstrate how to use technology to students within the classroom.
- Develop a technology multimedia computer testing lab.
- Upgrade existing telephone system to newer integrated VoIP system.
- Migrate to Infinite Campus Student Information System.

EUREKA COUNTY SCHOOL DISTRICT ADMINISTRATION OFFICE/DISTRICT

- Maintain and upgrade District networks operating system when needed.
- Maintain the District Exchange Server (E-mail) system of Office 365.
- Upgrade existing workstations to Microsoft Office2013 or higher.
- Expand the District's Internet web site to include teacher technology ready lesson plans.
- Install wireless printer services for staff access.
- Provide continuous upgrades to student information system.
- Upgrade district's financial systems software and hardware.
- Move toward a credit card payment system for schools.
- Upgrade the Districts/Schools compressed video systems.
- Upgrade the Districts/Schools telephone systems to VoIP.

Until recently schools could rely on the tools they have always used - paper, pencils, and books - to accomplish their basic mission of equipping students with the skill and knowledge they need to be productive citizens. Today, that is no longer true.

- District Superintendent, Northwest Regional Forum

COMMUNITY/PARENT OUTREACH

The new age of shared responsibility for educating Eureka County School District students can open many doors for exchange of resources between business and schools. Technology-related activities are natural for these partnerships. Through the District's advanced School-to-Careers program and a technologically rich learning environment within ECSD schools, business and schools can serve each other well.

ECSD continues to develop strategies for increasing parent and family involvement with technology. Educating families to the appropriate use of technology raises the technology literacy level of parents, thus empowering them to become a true resource to their children's learning. The skill parents learn using technology will become a valuable resource in their own functioning, both at home and on the job. As ECSD adds more sophisticated communication technologies to parents, the frequency of interaction between school and parent will increase. The extended use of the Internet from the home to the school will allow parents to access online student progress reports and instantaneous grade figures. The use of email between parent and teacher will facilitate new communication standards. The use of voice mail in ECSD has demonstrated increased interaction between parent and teacher. With the proliferation of online technologies, parents will be able to monitor classroom activities as often as daily. Since parent involvement has been identified as one factor in increasing student learning, the most important result of this role for technology is the positive impact it will have on student achievement.

To gain a broad spectrum of input and support, the District will encourage the following:

- Brochures for the county concerning technology implementation and evaluations.
- School based newsletters distributed to parents and community members.
- Press releases
- Participation of business advisory groups
- Provide information on District's web page.
- School newsletters for parents and students
- Back-to-School Night
- Acceptance of community members and parents to be members of the District's technology committee.
- Internet electronic mail to administrators and teachers from parents.
- School based Internet web portals to display school information to parents and community members.
- Community Learning Nights to invite members of the community access to technology related teachings and seminars.
- Internet electronic student progress reports.
- Outbound dial systems to inform parents of student absentees and school related information.

COMPREHENSIVE STAFF DEVELOPMENT PLAN

The Eureka County School District technology committee has addressed as its priority the opportunity for staff to acquire adequate training in computerized software applications, e.g., administrative applications, Internet, etc. We cannot expect the staff of the district to fully understand and effectively utilize the technology applications without being properly trained. The Technology Committee recommends that the district urge the development of a comprehensive staff development/training plan to offer staff a wide range of training opportunities during the school year for software applications and technology curriculum integration.

An effective training and staff development program is an integral part of our technology plan. All district personnel directly or indirectly contribute to the success of each student. In order for students to have successful and productive learning experiences, the District must maintain a trained workforce.

Researchers at Educational Testing Services found that students whose teachers used computers primarily for simulations and applications that support higher-order thinking performed better than students whose teachers used computers mainly for learning games. And also those students whose teachers had professional development in technology outperformed those whose teachers didn't.

The most effective staff learning strategies requires a change in the way teachers spend their time and the ways they work together. This Plan incorporates informal support systems, partnerships, teams, and collaborative structures as the most efficacious elements in a broad-based change effort.

ECSD will include the following core components for effective staff professional development.

- Develop a strategic district plan
- Set relevant and realistic goals
- Link professional development to teacher needs, goals, and learning assessments outlined within the strategic district plan.
- Utilize Professional Development Plans
- Establish site based Small Group Technology Collaboration
- Establish a system for periodic review, assessment, and adjustment

The District's training system is designed to meet the diverse job-related training needs and requirements of the District. The target audience consists of three broad categories of users: administrative, instructional and support personnel. In order to meet their specific needs,

training is designed around the knowledge and skills required using the technology in their various jobs. Training bridges the gap between what the user knows and needs to know.

The following training models will be supported within the District:

- Train-the-Trainer
- Coaching and Mentoring
- Self-Study Training
- Small Groups Collaboration Projects
- On-the-Job Training
- Site Based Training
- Peer Training Model

ECSD will strive to deliver staff development in variety of ways, including:

- Before and after school technology on campus training programs
- Utilizing the services of the Technology Director
- Minimum days
- In-service day technology staff development
- Off campus training programs
- Teacher substitutes for extended training sessions

The District shares the beliefs and assumptions on staff development outlined in the *Nevada Commission on Educational Technology State Plan to implement Technology to Support Student Learning* and the *Technology Literacy Challenge Grant* program as outlined.

ECSD Comprehensive Staff Development

- Adopt a technology professional growth program with the support of the teachers that clarifies the commitment of the Board/Superintendent and staff to the value of ongoing professional development and change. The key component of this program is the individual growth plan (PGP) written within District guidelines by each teacher and then shared with the building principal. This document becomes the road map to guide each teacher's technology learning during the year.
- Encourage the use of technology study groups by which they determine the best path toward completion of the goals. Teachers gather in small groups to meet on an on-going basis to pursue shared growth technology goals. Teachers can share ideas and strategies in developing technology-integrated lessons. Each study group will be mixed with skilled partners. Schools

find that teachers can make good progress with the kinds of learning associated with new technologies if they have skilled partners working alongside non-skilled teachers.

- Providing substitute teachers or combining classes to allow teacher study groups to meet on an ongoing basis during school hours throughout the school year. This would allow teachers to develop technology lessons together, work on Professional Growth Plans, and acquire technology skills and integration training.
- Provide beginning of the year training and staff development, new hire/refresher courses. At least one full district in-service day dedicated to technology training and staff development for each school. This will include in-service in new technologies deployed by the district and technology integration ideas into the curriculum. New staff and/or refresher courses offered by the district to introduce new staff members to current district technologies and refresh staff knowledge in existing technologies.
- Require that the district provide adequate outside training for staff by professional trainers in areas which adequate training cannot be offered within the district. Professional trainers may be called upon to provide the technology staff development training when the district computer systems engineer deems that no adequate trainer exists within the district to provide adequate specialized training. For example, training for a comprehensive administrative software program.
- Expand the use of compressed video and satellite to deliver comprehensive staff development opportunities for technology/curriculum integration and technology systems training.
- Provide school on-site technology mentor or team with adequate technology training. It has become evident to the Technology Committee that each school needs an in-house technology mentor or team. The current and future implementation of technology in our school district warrants this need. As we deploy more technology related equipment into our school, it will become increasingly important that the school district develop a plan to train an in-house technology mentor(s) to answer and fix common problems. Each mentor will be adequately trained to handle routine problems, which may arise. The mentors would be the school's technology connection with the district's computer systems engineer to plan for training, staff development and other technology related issues within each school site. The site mentor will have the opportunity to attend training sessions offered by the Northeast Nevada Technology Consortium.
- Require that members from the district technology committee be included in all district curriculum committees. This would ensure that technology is incorporated into all curriculums whether new or existing.

- Provide ECSD staff members a step by step technology instruction manual on how to perform various technology user functions, which the district deems important for successful technology utilization.
- Provide teacher ready core units with integrated technology applications.
- Provide access to technology integrated lesson plans on the ECSD web site.
- Develop a FAQ (Frequently Asked Questions) manual to be distributed among district staff and posted on the district's web site.
The FAQ would include answers to common staff questions ranging from software to curriculum applications.
- Provide all staff members' access to training materials, resource and reference books of current computer applications deployed within the district.
- Training on classroom use of technology.
Just as they need to learn how to use a computer system and the applications that are available, teachers also need to receive training on the use of available instructional software and how to access other technology resources. Training on specific instructional software covers the content and value of the programs as well as how to use them. Teachers and staff need to know how the technology systems can be integrated into the curriculums they are teaching.
- Provide training to teachers and staff in the use of technology related equipment (i.e., scanners, digital cameras, and projection devices).
- Training/Technology/Software evaluation
Computers will be used to test and evaluate software at each school building. Teachers and administrators may see software demonstrated at professional meetings. Demo software will be made available to teachers and staff to evaluate the software before purchase so that it fits within the infrastructure of our systems and the concepts in the software fit with the learning goals of the district. Teachers and staff will also be encouraged to note successful technology practices in their classrooms that might then be replicated in other settings. These practices would be made available on the district's web site.

Professional staff development will be focused on providing educators the skills to effectively implement the use of technology in their classroom in order to increase student learning. This can be done most effectively by providing training to teachers as close to their classroom as possible. We also believe that district and/or regional training centers can facilitate local site training opportunities and maximize limited district and regional resources.

The content of all training programs will be grounded within curriculum; referencing in technology to its use in meeting curriculum needs will ensure curricular applications of technology that enrich the learning experience. Technology then becomes a means to an end, not the end itself. Furthermore, a curriculum-based approach will create a sense of professional community, collaboration and innovative teaching practices.

Training areas to be designed and implemented over the next several years are:

- provide/obtain technical training with various levels of training: teacher, school level technical support, district level technical support, consortium-wide support
- assist teachers in integrating technology, curriculum, and instruction
- develop regional capabilities for providing staff development, both technical and curricular
- provide customized training for individual teachers in their own classrooms
- facilitate professional communication and collaboration through technology
- promote innovative teaching practices

ECSD agrees with the basic standards set forth by the National Society for Technology in Education [ISTE] for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators found within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

STUDENT TECHNOLOGY OBJECTIVES

1. Basic Operations and Concepts of Technology

Establish a basic framework of concepts and skills essential for effectively using technology tools and resources. These concepts and operational skills provide a foundation for use of technology to support learning throughout the curriculum.

2. Social, Ethical, and Human Issues

Students understand the historical and societal impact that technology has had, is having, and is likely to have. They understand worker issues related to automation and retraining. Students evaluate new information resources and technological innovations based on their appropriateness to specific tasks and the individual's personal preferences, requirements and resources; they are sophisticated technology consumers. Students understand privacy, copyright, licensing, and intellectual property rights issues, and they make responsible decisions and exhibit ethical behavior related to them.

3. Productivity Tools

Students are well versed in the use of these tools to support their productivity in a wide variety of endeavors. Topics in this domain include word processing, database, spreadsheet, utility programs, telecommunications, multimedia (graphics, animation, digital video, sound, authoring, presentation), content-specific software and tools, and emerging technologies.

4. Technology Tools for Communications

Students obtain information from a variety of sources and media. Students use their knowledge of information tools to deal with the exponentially increasing and rapidly changing sources of information available to them. Topics in this domain include traditional and emerging research skills, remote information resources, electronic communication, distance learning and teleconferencing, networking, and research skills.

5. Technology Tools for Research, Problem-Solving, and Decision-Making

As students' progress through school, they continuously improve their abilities to combine and match technology tools and resources to meet the learning challenges they encounter. Students apply effective strategies to assess the credibility of information sources and to resolve conflicting information. Topics in this domain include locating technology tools and information about them, using specialized personal productivity tools, self-monitoring of effectiveness, developing collaborative skills resolving information conflict, critically consuming information, and using intelligent agents and sophisticated search techniques to support research, problem-solving, and decision-making.

APPENDICES

ECSD TECHNOLOGY HARDWARE STANDARDS

- **Computer Workstations**
Intel Core 6 processor, 500GB hard drive, 48X DVD ROM drive, 20" Color Monitor, 6 GB RAM, Surge Protection
- **Computer Servers**
Intel Dual Core 6 processor, Dual 1TB hard drives (mirrored) (hot swappable), 48X CD ROM drive, 19" Color Monitor, 8GB RAM, Redundant Power Supply, 600w Battery Backup, SCSI Ultra F/W Controller

ECSD DEMOGRAPHICS/FREE AND REDUCED LUNCH PERCENTAGES

- **Eureka County High School** *36%
- **Eureka Elementary School** *22%
- **Crescent Valley Elementary School** *36%

NOTES
