

**Douglas County School District
Technology Plan
2009-2012**

Revised: June 2009



Douglas County School District

Minden, Nevada

Douglas County School District Technology Plan 2009-2012

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CHECKLIST

Successful technology plans align the overall education or library service improvement objectives with the following five criteria. To qualify as an approved Technology Plan for Universal Service Program discount, the plan must meet these criteria. It is critical that technology planning not be viewed or treated as a separate exercise dealing primarily with hardware and telecommunications infrastructure. There must be connections between the proposed physical infrastructure of the information technology and the plan for professional development, curriculum reform, and library service improvements.

Page numbers found:	Criterion
Pages 10-12, 17, 18	The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.
Pages 15-20	The plan has a professional development strategy to ensure that staff knows how to use the new technologies to improve education or library services.
Pages 6, 10-14	The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.
Attached separately	The plan provides for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education or library services.
Pages 6, 11-14, 17-20, 22-23	The plan includes an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

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Executive Summary

The Douglas County School District Educational Technology Plan has been developed to ensure the seamless integration of technology into the curriculum for the schools in the district. This has been done in accordance with the technology standards of the US Department of Education, the Nevada Department of Education, as well as the Douglas County School District Strategic Plan and District Improvement Plan. The plan presents the following aspects:

- To provide the vision, mission, goals and objectives of the Douglas County School District
- To increase the awareness and understanding of the importance of instructional technology in helping students achieve higher goals in their learning
- To put in place procedures of implementing technology in the district curriculum to better prepare the students for their lifelong learning
- To chart performance indicators that measure, evaluate, and assess how well the district's technology goals and objectives are being met

This plan makes it possible for all those involved, such as students, teachers, administrators, parents, community members and others, to work together to produce the best learning environment for our students in the district.

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Introduction

District Profile

The Douglas County School District serves the communities of Gardnerville, Minden, and South Lake Tahoe, Nevada in the beautiful Carson Valley and Lake Tahoe region. Nestled among the Sierra Nevada Mountains and the high desert sagebrush, our seven elementary schools, three middle schools, and three high schools provide over 6400 students with a high quality education based upon District Competency Objectives and Nevada Academic Performance Standards.

Technology Vision Statement

With technology an integral part of the learning and teaching environment on our campuses, schools are no longer the only physical learning sites. The use of technology is not viewed as an option, but as an inevitable must for school administrators, teachers and students. Technology is a tool as a means towards a higher end. Its major purpose must be to improve learning and not to create a new content area.

In order to prepare our students as life-long learners in the 21st century, technology must be employed in the classroom now. Technology is a necessary tool for students to succeed in school today and, more importantly, in a competitive job market. Their learning and achievement will depend largely upon how well they are able to use technology. Technology promotes student learning at all cognitive levels. Technology will increase productivity and efficiency for both the learning and teaching in the classroom as well as for staff members in the school district. When used well, technology can produce motivational, high level activity and create learning through the use of technology as a seamless tool. It is necessary to prepare the students in the following areas: (1) content knowledge, (2), its application, and (3) skills in learning and research. Technology can engage the students in learning when embedded in the academic curriculum.

To succeed in all this, proper professional development is essential. Teachers and staff must be trained with updated technology and best practices with on-site workshops, just-in-time training, as well as timely support and follow-up. Teachers need assistance with their professional development in learning technology skills, applying instructional strategies in their classrooms or offices, and enhancing classroom management. They also need to learn and practice the skills in data input, data analysis as well as data manipulation. With the necessary training, teachers will be able to make technology a daily part of the learning process, where technology will serve as a seamless and natural tool.

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Community and parental involvement can help create a healthy environment for students to learn in the classroom and outside the school day. Their support plays a crucial role for the successful execution of this plan.

Technology Integration in Curriculum

As technology is viewed as a tool to enhance learning, the final outcome of this plan is to ensure complete technology integration in the classrooms via being embedded in the academic curriculum.

The school district will promote the integration of technology into core academic areas thus supporting district-wide K-12 critical content. Teachers will be taught and how to integrate technology into their instruction and use innovative strategies for delivery of specialized or rigorous academic courses. Students will utilize the tools of technology to gain subject area knowledge, to do research, present topics and complete projects. The district will ensure that teachers are prepared to integrate technology effectively into all curricular areas utilizing best practices of integrating technology in their specific content area.

Professional Development

Professional development is considered the driving force for the technology integration movement. However, it remains a challenge that requires continual consideration from both administrators and teachers. Proper training is necessary for teachers to utilize new technology installed in their classrooms. Our teachers that are using instructional technologies are the populace that will make the real difference.

Teacher training is a significant element of implementing technology in our schools. Surveys show that teachers with more technology training are more likely to feel better prepared to integrate technology into their lessons. Training on integrating technology into the curriculum appears to have a greater impact on teachers than basic technology skill training when it comes utilization of educational software.

Administrative support is needed to ensure implementation of technology in teachers' classrooms. In many instances hardware is installed and yet its use is often compromised because teachers are not ready to fully implement the new technology.

The district has hired a part time educational technology trainer who supports the development of curriculum materials and provides professional development. The district will continue to support this position with the trainer. The trainer will work with all levels of personnel – administrators, teachers, and support staff.

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Technology Infrastructure

To accommodate the technology and curriculum needs of students and teachers, the district annually reviews and revises the 5 year computer and equipment replacement schedule. This plan keeps the District's computers and related equipment modernized and fully functional. In addition, the infrastructure review incorporates software, telecommunications, and wireless technologies. The goal is to create a fully functional and integrated technology infrastructure.

Technical Support

The District Computer Services department provides technical support throughout the district. Some of their responsibilities include:

- Supporting the district's computer systems including the support of student records, curriculum, and administrative support
- Implementing and maintaining networks including wireless connectivity
- Desktop maintenance support for users throughout the district
- Maintaining a Call Support Center that functions as a traditional Help Desk for the entire district for PC related calls as well as networking support and dispatching onsite support for both hardware and software issues
- Hardware and software installation and general support for the district
- Quality-assured equipment installation, integration, capacity planning, security, project management and installation associated with networking of technology
- Providing complete networking support for the entire school district including all networking equipment such as servers, firewalls, switches, routers, network printers, etc., as well as network security related activities
- Operation, 3rd party integration, and maintenance of the district-wide student information system (*PowerSchool*) including aggregating student record information for the State of Nevada .
- Custom programming and extraction of database information from the student information system for the Douglas County School District's mandated Competency Based and Employability reporting system. This data is then distributed in bi-annual Competency Report Cards to all secondary students within the district.

Evaluation/Monitoring

The District Technology Plan will be reviewed on an annual basis by the district Educational Technology Steering Committee. The committee will be responsible for evaluating the progress of the technology plan and its impact on students and staff. It will measure the progress and effectiveness of the implementation of the plan via the completion of the Monitoring and Evaluation component of each Action Plan target.

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Goals for Success 2009-2012

Three goals drive this plan addressing the following areas:

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

These goals will be achieved in a culture of collaboration between stakeholders within the District and with an integration of priorities and outcomes contained in the District Improvement Plan and District Strategic Plan. The rationale justifying each of these goals, and the anticipated learning benefits are included in the text of this plan.

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.

Progress Targets Organized by Goals of Success

Goal 1: Infrastructure and Connectivity - Refine and sustain a robust technological infrastructure including connectivity needs at district and school levels.

Target 1 - Identify technology infrastructure needs within district.

Target 2 - Increase student and staff access to current technologies.

Target 3 - Board and administration to use technology.

Target 4 - Increase student access to software.

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Progress Targets Organized by Goals of Success - continued

Goal 2: Professional Development - Provide consistent, high-quality professional development to teachers, staff, classified personnel and administrators in the use of technology to support instruction and 21st Century student achievement.

Target 1 - Promote the importance of strong technology-related professional development for educators.

Target 2 - Increase student, staff and parent access to current technologies.

Target 3 - Promote the importance of strong technology-related professional development for parent involvement.

Goal 3: Instructional Integration - Technology will be integrated into all classrooms to enhance opportunities for students to develop 21st Century skills.

Target 1 - Revise core critical content into scope and sequence documents that include integration of technology.

Target 2 - Collaboration with other schools, districts, and experts.

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Underlying Ideology of the Goals for Success

2008 District Improvement Plan

The overarching goal of the 2008 Douglas County School District Improvement Plan is to improve academic achievement for all students. This is to be accomplished by emphasizing research based instructional strategies, high student engagement, instruction based on state standards and district critical content, the use of formative interim assessments to help guide instruction, and high quality professional development based on the data driven needs of the district and the collective needs of the teachers. (DCSD 2008-09 DIP, pgs 5, 21, 23).

21st Century Schools and Learners

An effective 21st Century 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 21st Century skills of global awareness, financial, economic, and business literacy, civic literacy, and information and technology literacy. Schools can motivate students and provide real-world learning experiences by planning for and providing a 21st Century education. Creating a context of real-world experiences takes advantage of students' comfort levels with technology and their need for autonomous exploration. (Nevada Technology Plan, pg 5).

Collaboration

Collaboration is a key priority within our District Improvement Plan and has been incorporated into our Elementary and Secondary school calendars. Teachers will meet periodically throughout the year to develop common assessments, review student achievement data, implement school improvement plan goals, and receive high quality professional development. (DCSD 2008-09 DIP, pgs 6, 39).

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Goal 1: Infrastructure and Connectivity

Goal Statement

Refine and sustain a robust technological infrastructure including connectivity needs at district and school levels.

Rationale

In order to teach 21st 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

Teachers and students will have access to and use current technologies that support learning.

Students will be exposed to the latest technology to help them grow 21st century skills – consistent applications and industry standards.

Students will develop the ability to think critically and learn online ethics and appropriate protocol.

The Douglas County School District will have improved decision-making through the collection and analysis of baseline infrastructure data.

Reality in District

We do not have a District-wide system that provides sustainable resources to improve student achievement and engagement through classroom technology integration.

An ongoing, annual analysis of hardware, telecommunications, and appropriate software is completed leading to an updated 5 year hardware replacement plan for classroom and office computers and appropriate software.

Wide Area Network (WAN) infrastructure is high speed.

There is an overall equitable distribution of technology and applications throughout the District providing consistency between sites and departments.

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Goal 1: Infrastructure and Connectivity

Target 1

Identify technology infrastructure needs within district.

Action Step	Responsible	Onset	Resources Needed	Outcomes	Monitoring/Evaluation
<i>What steps need to be taken to accomplish the Target?</i>	<i>Who is responsible for accomplishing this Action Step?</i>	<i>When will the work begin?</i>	<i>What resources are needed to accomplish this Action Step?</i>	<i>What will be accomplished when this Action Step is complete?</i>	<i>What has been the progress? (Sustain, Revise, Eliminate). What comments and recommendations should be made for future adjustments?</i>
Rewire entire district to accommodate 10GB backbone and 1GB to the desktop speeds.	Computer Services	Fall 2009	Financial resources and allocations.	High speed network to accommodate VoIP, on demand video, networked applications, virtual desktops.	
Wireless campuses.	Computer Services	Fall 2009	Wireless resources.	Wireless mobile labs and wireless handheld devices. "Easy, anywhere computing"	
Maintain 5 year upgrade plan for servers & workstations and software	Computer Services	Ongoing	Maintained as part of capital improvement funds.	Keeping usable current technology within reach of teachers and students. Will assist teachers and students in meeting standards related to critical content and competencies.	
District Website re-design	Computer Services	Summer 2009	District tech time.	Re-design makes for more efficient layout and easier to access info. Training sections, forms, etc...	

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Target 2

Increase student and staff access to current technologies.

Action Step	Responsible	Onset	Resources Needed	Outcomes	Monitoring/Evaluation
<i>What steps need to be taken to accomplish the Target?</i>	<i>Who is responsible for accomplishing this Action Step?</i>	<i>When will the work begin?</i>	<i>What resources are needed to accomplish this Action Step?</i>	<i>What will be accomplished when this Action Step is complete?</i>	<i>What has been the progress? (Sustain, Revise, Eliminate). What comments and recommendations should be made for future adjustments?</i>
Provide access to interactive white boards and remote student responders in each school.	Director of Grants; site administrators;	Summer 2009	Available site resources, PTO resources; applicable grant resources.	Provide current technology within reach of teachers and students. Improve student engagement and active involvement in lessons. Provide instruction to students in the use of the technology as a tool for learning.	
Mini-grant opportunities for emergent technology related to course content/critical content/technology plan implementation. Provide access to emergent technology ideas to be used in the classroom, with professional development, and to support teachers and students in their learning.	Director of Grants; site administrators; Technology Steering Committee	Summer 2009	Available site resources, PTO resources; applicable grant resources. Resources will be used to purchase sets of emergent technology for dissemination through application to staff willing to develop the application use within the classroom and/or for professional development.	Provide access to emergent technology ideas to select staff (through application) in order to build the exploration and application of emergent technology use within the classroom, embedded in course content, related to course content and critical content, and for use within professional development.	

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Target 2 - continued

Action Step	Responsible	Onset	Resources Needed	Outcomes	Monitoring/Evaluation
<i>What steps need to be taken to accomplish the Target?</i>	<i>Who is responsible for accomplishing this Action Step?</i>	<i>When will the work begin?</i>	<i>What resources are needed to accomplish this Action Step?</i>	<i>What will be accomplished when this Action Step is complete?</i>	<i>What has been the progress? (Sustain, Revise, Eliminate). What comments and recommendations should be made for future adjustments?</i>
Develop video conferencing and 'white board' capabilities within the District	PDC and Computer Services	Fall 2009	Video conferencing and white board hardware and access requirements. Video conferencing equipment. Location(s). Cameras at PDC, software across all computers – all locations.	Video conferencing and white board capabilities will be made available at one or more sites throughout the District.	
Develop a training library where staff has access to professional development at anytime from anywhere.	PDC and Computer Services	Fall 2009	In addition to onsite recorded PD offerings, explore the use of resources such as Atomic Learning, etc).	Expand offerings and increase teacher confidence in the use of technology.	

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Target 3

Board and administration to use technology

Action Step	Responsible	Onset	Resources Needed	Outcomes	Monitoring/Evaluation
<i>What steps need to be taken to accomplish the Target?</i>	<i>Who is responsible for accomplishing this Action Step?</i>	<i>When will the work begin?</i>	<i>What resources are needed to accomplish this Action Step?</i>	<i>What will be accomplished when this Action Step is complete?</i>	<i>What has been the progress? (Sustain, Revise, Eliminate). What comments and recommendations should be made for future adjustments?</i>
Board of Trustees and administration to use laptops at Board meetings to reduce paper consumption and increase productivity.	Superintendent's Office, Computer Services	Fall 2009	Laptops for each Board member, Superintendent, Assistant Superintendents, Board Secretary, and legal counsel	Board members and administration will use laptops to access documents for each action item on the Board agenda. Will reduce the amount of paper generated and increase the accessibility to resources.	

Target 4

Increase student access to software.

Action Step	Responsible	Onset	Resources Needed	Outcomes	Monitoring/Evaluation
<i>What steps need to be taken to accomplish the Target?</i>	<i>Who is responsible for accomplishing this Action Step?</i>	<i>When will the work begin?</i>	<i>What resources are needed to accomplish this Action Step?</i>	<i>What will be accomplished when this Action Step is complete?</i>	<i>What has been the progress? (Sustain, Revise, Eliminate). What comments and recommendations should be made for future adjustments?</i>
Provide student access content compatible software and applications	Computer Services	Fall 2009	Remote access licenses	Students will be able to access software online to complete coursework.	
Provide student remote access to course assignments and course resources.	Computer Services	Fall 2009	Appropriate web-based software	Increase district software access to students to course information and activities.	

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Goal 2: Professional Development

Goal Statement

Provide consistent, high-quality professional development to teachers, staff, classified personnel and administrators in the use of technology to support instruction and 21st Century student achievement.

Rationale

If we are going to prepare 21st Century students, we need to prepare 21st Century teachers. Teachers need opportunities to learn new skills, improve technology skills, and use current technologies that support learning for their students. Professional development should be embedded in and applicable to content areas, encourage higher order thinking skills, and suit adult learners.

The Douglas County School District will adhere to the following guidelines:

- District and school administrative involvement
- Involvement of students' families and local communities for necessary support
- Utilization of advanced technology to increase student achievement
- Provide training through on-site and district-wide workshops
- Completion of teacher technology development plan to define the basic requirements for district teachers
- Promotion of instructional technology to include self-study, Internet, MAP, and Distance Learning
- Teaching of educational technology best practices to teachers on-site
- Provide on-site follow-up support to increase teacher application of technology strategies in the classroom
- Provide just-in-time training to staff
- Provide teachers and support staff with training in productivity tools such as word processing, data input and manipulation, multimedia presentation, *Contribute* web design, graphic design, video shooting and editing.
- Design an on-line support for software applications in the district
- Conduct a yearly survey on technology training needs
- Increase access to Internet resources to plan curricular units
- Encourage the sharing of ideas and instructional strategies through classroom email and online discussion forums (blogs, etc).
- Support teachers in their ability to evaluate appropriate software use
- Provide staff development emphasizing instructional strategies that enhance integration of technology in the classroom

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Goal 2: Professional Development – continued

Benefits for Learning

Students will be engaged and challenged by teachers competent in 21st 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.

Students and teachers will be able to participate in professional development remotely.

Parent involvement and connectivity to student learning and instruction will increase.

Reality in District

The full time professional development (PDC) trainer position was lost due to budget cuts. Part time technology trainer is available.

Site computer lab technicians at the elementary schools were reduced due to budget cuts.

A District technology technician position was reduced due to budget cuts.

We have a series of technology demonstration classrooms (Promethean Board, ActivSlate, laptop) with the addition of 20 Promethean Boards across the elementary, middle, and high schools.

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Goal 2: Professional Development – continued

Target 1

Promote the importance of strong technology-related professional development for educators.

Action Step	Responsible	Onset	Resources Needed	Outcomes	Monitoring/Evaluation
<i>What steps need to be taken to accomplish the Target?</i>	<i>Who is responsible for accomplishing this Action Step?</i>	<i>When will the work begin?</i>	<i>What resources are needed to accomplish this Action Step?</i>	<i>What will be accomplished when this Action Step is complete?</i>	<i>What has been the progress? (Sustain, Revise, Eliminate). What comments and recommendations should be made for future adjustments?</i>
Showcase demonstration classrooms and teachers	Director of Curriculum & Instruction, PDC Technology Trainer	Fall 2009	Demonstration classrooms	An increase in the use of technology within the instructional setting.	
Provide training opportunities (e.g. interactive white boards, peripherals, video conferencing, new/emergent technologies)	Professional Development Center (PDC) trainers	Fall 2009	Demonstration and emergent technologies	An increase in the district participation in training opportunities; increased application of demonstration and emergent technologies.	
Provide training opportunities to staff regarding the use of disaggregated data to influence instruction	PDC, Director of Assessments and Grants	Fall 2009	MAP data, CRT data, DesCartes resources within NWEA.	An increase in the use of disaggregated data to improve instruction.	
Include demonstration and emergent technologies within training opportunities.	PDC, DCSD trainers	Fall 2009	Available technology to provide teachers included in training.	An increase in the district participation in training opportunities; increased application of demonstration and emergent technologies.	

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Target 1 - continued

Promote the importance of strong technology-related professional development for educators.

Action Step	Responsible	Onset	Resources Needed	Outcomes	Monitoring/Evaluation
<i>What steps need to be taken to accomplish the Target?</i>	<i>Who is responsible for accomplishing this Action Step?</i>	<i>When will the work begin?</i>	<i>What resources are needed to accomplish this Action Step?</i>	<i>What will be accomplished when this Action Step is complete?</i>	<i>What has been the progress? (Sustain, Revise, Eliminate). What comments and recommendations should be made for future adjustments?</i>
Mini-grant opportunities for emergent technology related to course content/critical content/technology plan implementation.	Director of Grants; site administrators; Technology Steering Committee	Summer 2009	Available site resources, PTO resources; applicable grant resources. Resources will be used to purchase sets of emergent technology for dissemination through application to staff willing to develop the application use within the classroom and/or for professional development.	Provide access to emergent technology ideas to select staff (through application) in order to build the exploration and application of emergent technology use within the classroom, embedded in course content, related to course content and critical content, and for use within professional development.	

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Goal 2: Professional Development – continued

Target 2

Increase student, staff and parent access to current technologies.

Action Step	Responsible	Onset	Resources Needed	Outcomes	Monitoring/Evaluation
<i>What steps need to be taken to accomplish the Target?</i>	<i>Who is responsible for accomplishing this Action Step?</i>	<i>When will the work begin?</i>	<i>What resources are needed to accomplish this Action Step?</i>	<i>What will be accomplished when this Action Step is complete?</i>	<i>What has been the progress? (Sustain, Revise, Eliminate). What comments and recommendations should be made for future adjustments?</i>
Within the website create a library of professional development courses and Forum content.	Computer Services, PDC	Fall 2009	Internet bandwidth and disk space	Increase the access and use of training content.	
Create a framework of differentiated professional development opportunities.	PDC	Fall 2010	Online professional development opportunities Tracking system	Increase the utilization of technology through the differentiation of offerings. Future offerings determined from current use.	
Create online training portals for staff and parents.	Computer services, PDC	Fall 2009	Internet bandwidth and disk space	Parents and community would have access to trainings and professional development resources anywhere at anytime.	

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Target 3

Promote the importance of strong technology-related professional development for parent involvement

Action Step	Responsible	Onset	Resources Needed	Outcomes	Monitoring/Evaluation
<i>What steps need to be taken to accomplish the Target?</i>	<i>Who is responsible for accomplishing this Action Step?</i>	<i>When will the work begin?</i>	<i>What resources are needed to accomplish this Action Step?</i>	<i>What will be accomplished when this Action Step is complete?</i>	<i>What has been the progress? (Sustain, Revise, Eliminate). What comments and recommendations should be made for future adjustments?</i>
Develop online professional development opportunities for parents regarding the use of the PowerSchool parent portal.	Computer Services, PDC, DCSD	Fall 2009	Internet bandwidth and disk storage space	There will be an increase in parental participation in the use of PowerSchool.	
Develop online professional development opportunities for parents regarding accessing student schedules and school information.	Computer Services, PDC, DCSD	Fall 2009	Internet bandwidth and disk storage space	There will be an increase in parental participation in accessing students schedules and school information from the District website.	

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Goal 3: Instructional Integration

Goal Statement

Technology will be integrated into all classrooms to enhance opportunities for students to develop 21st Century skills.

Rationale

A rich, technology integrated environment will prepare Nevada 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.

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

Reality in District

Pockets of excellence using technology do exist in our District, but these programs and classrooms are often unique to projects or teachers.

Core critical content standards do not include integrated technology components.

The DCSD 8th grade competency standards are in place, but do not reflect current State standards.

No elementary scope and sequence for targeted skills.

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Goal 3: Instructional Integration

Target 1

Revise core critical content into scope and sequence documents that include integration of technology.

Action Step	Responsible	Onset	Resources Needed	Outcomes	Monitoring/Evaluation
<i>What steps need to be taken to accomplish the Target?</i>	<i>Who is responsible for accomplishing this Action Step?</i>	<i>When will the work begin?</i>	<i>What resources are needed to accomplish this Action Step?</i>	<i>What will be accomplished when this Action Step is complete?</i>	<i>What has been the progress? (Sustain, Revise, Eliminate). What comments and recommendations should be made for future adjustments?</i>
Develop elementary scope and sequence for targeted skills.	Director of Curriculum and Instruction; PDC, site computer techs	Fall 2009	Revised Standards	A technology scope and sequence will be created for K-6.	
Revise 7-9 th grade Competency standards	Director of Curriculum and Instruction	Summer 2009	Revised Standards	A technology scope and sequence will be created for 7-9.	
Integration of technology will be imbedded in any update of Critical Content in all core areas.	Director of Curriculum and Instruction; PDC	Fall 2009	Revised Standards	A revised course scope and sequence will reflect current available technology	
Alignment of District Technology Competencies with 21 st Century skills	Director of Curriculum and Instruction; PDC	Fall 2009	Revised Standards	District Technology Competencies will be updated.	

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Target 2

Collaboration with other schools, districts, and experts

Action Step	Responsible	Onset	Resources Needed	Outcomes	Monitoring/Evaluation
<i>What steps need to be taken to accomplish the Target?</i>	<i>Who is responsible for accomplishing this Action Step?</i>	<i>When will the work begin?</i>	<i>What resources are needed to accomplish this Action Step?</i>	<i>What will be accomplished when this Action Step is complete?</i>	<i>What has been the progress? (Sustain, Revise, Eliminate). What comments and recommendations should be made for future adjustments?</i>
Develop collaborative projects and the sharing of ideas using current technologies with other schools and districts	Classroom teachers	Fall 2010	Professional development in the use of conferencing software.	Students and staff will learn various ways to integrate technology with instruction	
Create a forum that allows for conversations with other schools and districts	Classroom teachers	Fall 2010	Forum software	A collection of interchanges related to the integration of technology with instruction.	