

Technology Plan

William S. Hart Union High

July 1, 2011 - June 30, 2014

This plan is for EETT.

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Background and Demographic Profile

The William S. Hart Union High School District is located in the Santa Clarita Valley in the northern part of Los Angeles County. Approximately 23,000 students are enrolled in the district's six comprehensive high schools, a continuation school, middle college high school, independent study school, six junior high schools, an adult school and a Regional Occupational Program. Two of the district's schools, Golden Valley High School and Arroyo Seco Junior High, were named California Distinguished Schools in 2007, and Rancho Pico Junior High received that honor in 2009. Arroyo Seco also has received the designation of National Blue Ribbon School of Excellence. Bowman High School has been named a California Model Continuation School. The district also has won the coveted Golden Bell Award for its diversity awareness and anti-bullying programs, for its summer Intensive Literacy Program, and for the exemplary physical education program at Sierra Vista Junior High. The Sierra Vista "new P.E." program also has earned awards from the Governor's Council for Physical Fitness and has been designated a national Physical Activity and Fitness Demonstration Center. Hart High School has been named one of America's top 1500 high schools by "Newsweek" magazine and Academy of the Canyons middle college high school was named among the top 10 percent of high schools in America in the America's Best High Schools project conducted by "U.S. News & World Report."

1. Plan Duration

July 1, 2011 - June 30, 2014

2. Stakeholders

Stakeholders		
Name	Position	CDS
Dr. Daniel McHorney	District Administrator	Los Angeles William S. Hart Union High
Vicki Engbrecht	District Administrator	Los Angeles William S. Hart Union High
Dr. Terry Deloria	District Administrator	Los Angeles William S. Hart Union High
Dr. Collyn Nielsen	Site Administrator	Los Angeles William S. Hart Union High William S. Hart Senior High
Dr. Andy Keyne	Site Administrator	Los Angeles William S. Hart Union High Canyon High
Michele Krantz	Site Administrator	Los Angeles William S. Hart Union High Rancho Pico Junior High
Laura Erickson	Teacher Librarian	Los Angeles William S. Hart Union High West Ranch High
Brian Breslin	Classroom Teacher	Los Angeles William S. Hart Union High William S. Hart Senior High
Mike Crawford	Classroom Teacher	Los Angeles William S. Hart Union High Canyon High
Dan Doggett	Classroom Teacher	Los Angeles William S. Hart Union High West Ranch High
Jennifer Rogers	Classroom Teacher	Los Angeles William S. Hart Union High La Mesa Junior High
Howard Siegal	Classroom Teacher	Los Angeles William S. Hart Union High Saugus High
Matt Hinze	Classroom Teacher	Los Angeles William S. Hart Union High Saugus High
Steve Sturgeon	School Board Member	Los Angeles William S. Hart Union High
Joe Messina	School Board Member	Los Angeles William S. Hart Union High
Kathleen Pena	Business Partner	Los Angeles William S. Hart Union High
Alta Morgan	Business Partner	Los Angeles William S. Hart Union High

William S. Hart Union High School District maintains a Technology Committee to oversee the planning and use of technology as a tool aligned with the curricular goals of students and professional needs of staff. The committee meets to review progress against the plan and provide specific recommendations and actions that need to be taken to meet short and long-term goals. The Committee consists of a variety of stakeholders including curriculum and information technology staff, site administrators and teachers.

The stakeholders participating in the development of this plan met first in small groups working on their respective part of the plan for example, curriculum, professional development, technology, and budgeting departments met to discuss their part of the technology plan. The stakeholders brought the sections together as a cohesive plan which aligned with the State of California's requirements for Technology including: development of instructional programs and teaching strategies; training of faculty, staff, and community members; and the acquisitions of hardware and software. The Director of Technology was assigned to write the technology plan so there would be a consistent writing style.

3. Curriculum

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

The William S. Hart Union High School District currently provides access to instructional technology resources to teachers and students during the school day. Every classroom in the district is connected to the Internet via a permanent (non-dial-up) connection. Each classroom in the district has a teacher's computer, telephone, television with access to a DVD or VCR. All of the comprehensive high and junior high schools have variable configurations of mobile, stationary computer labs, and computer clusters in designated areas for students during the school day. These computer labs range from 12 to 50 computers in a single lab. These computer labs are available to students a half hour before school, during brunch and lunch periods and up to two hours after school and are open on library nights. Each comprehensive high and junior high school library has a computer media center which students may access for research anytime when the library is opened. All teachers and support staff are connected to the district-wide email system. All students, including Special Education, G.A.T.E., English Language Learners, etc. have access to technology in the classroom. English Language Learner students are supported with English language development software at grades 7-12. Special education students have equal access to computers during the school day. All school sites have computers and the Follett Library Software System in their library media centers. All school sites have access to TV/VCR/DVD combinations with access to video streaming sites such as digital curriculum and united streaming in the classroom. In addition to the 7-12 technology resources, adult education is supported by curricular software and access to technology.

Staff and students also use several software applications (Microsoft's Word, Excel, Photoshop, anti-plagiarism software, Gale online databases, online library and textbook software, World Book online encyclopedia, Brain Pop, Infinite Algebra, Infinite Geometry, Sketch Pad and Sirs Knowledge Sources to design or enhance instructional activities. Their peripheral devices include scanners, printers, and projectors. Many also have websites to keep students and parents connected with classroom activities and assignment timelines and teachers use Infinite Campus for grades and assignments which may be accessible to students and parents.

Staff incorporates technology into student activities frequently. For example, students have access to workstations either through mobile laptop carts or permanent computer labs. Students also use digital cameras and, to a lesser extent, video cameras for standards-based projects. Some content areas lend themselves to using technology more. Science classes may have access to digital microscopes and electronic devices for collecting data. Visual and performing art classes use digital soundboards, recording studio technology, or digital instruments. The library and other centers on campus provide easy access to the Internet, electronic databases and other electronic tools for student research.

Most recently, technology is used for collecting results of local benchmark assessments in the content areas via Instructional Data Management System (IDMS). Results are directly related to specific standards. Results are scanned and teachers can view aggregated and disaggregated

results and can drill down to the student level by standard. This allows teachers to work collaboratively to improve instruction and to provide intervention opportunities for students.

Finally, all teachers have access to a computer in their classroom whenever they are on campus, before, during or after school. This is also true for administrators. The network system is functioning 24 hours a day 7 days a week. Students and staff members also have access to a computer in the library or a computer lab usually 30 to 45 minutes before school starts and to a computer one or more hours after the school day ends. Teachers and administrators have access from home to their school data 24 hours a day seven days a week through Infinite Campus, the District's Student Information System.

3b. Description of the district's current use of hardware and software to support teaching and learning.

Teachers use technology daily to take attendance electronically and post grades for students using Infinite Campus. They also use software to monitor students' achievement, determining which students need additional help and should be placed in an intervention class. Teachers also use Power Point, email, word processing, Google Doc's, Picasa and the Internet. Many teachers have Web sites that both student and parents may access for information. Teachers use Turnitin, a plagiarism website; students submit work where it is reviewed for plagiarism.

Students use technology daily to do research on the Internet for class work. All students have access to email, word processing, Excel, Power Point and a variety of subject specific software that are taught in class, such as, Accelerated Reader, READ 180, keyboarding and Web design.

3c. Summary of the district's curricular goals that are supported by this tech plan.

All curricula are chosen on the basis of alignment to the California State Content Standards, the focus of the program in the area of oral language development, and its rigor as an instructional program. The following are several District and school documents that cite curricular or academic goals:

District Strategic Plan: The Governing Board has seven goals for the district:

- Communicate substantive, current District and school information to all stakeholders.
- Instructional program will emphasize rigor in reading and writing in all content areas.
- Forge productive school/family/community partnerships.
- Create career/technical education opportunities to increase students' successful transition to the workforce/workplace.
- Establish an environment in which everyone is valued and treated with dignity and respect and where all students are afforded equal education and extra-curricular opportunities.
- Continue to ensure that the health and safety of all students is of primary concern on all campuses.
- Provide fiscal stability and accountability at all levels within the District.

Single School Plan for Student Achievement/LEAP: With the advent of No Child Left Behind and state accountability mandates, every school includes the following goals in their site plan. The District also includes these goals in its Local Educational Agency Plan (LEAP) as required by NCLB.

- All students will be proficient in reading.
- All students will be proficient in math.
- All English Learners will acquire proficiency in the English language.
- (High schools only) All students will graduate from high school.

The District has adopted the State's content standards in core areas and English Language Development (ELD). The State has also defined five performance levels. Hart District students must perform at the proficient or advanced level to demonstrate proficiency.

WASC: Each high school develops an action plan based on its self-study during the accreditation process. The previous four goals (three for junior high) are incorporated into that document. Additional goals relating to subgroups may also be included.

Teachers will be able to use technology to support their instruction in the California State Content Standards. Technologies could include incorporating the use of websites, dictionaries, encyclopedias, and curriculum software approved by the District in all curricular content areas. Teachers will be able to use supplemental technology-assisted programs and equipment to deliver and enrich core curriculum (streaming video, LCD projectors, DVD/VHS and TV systems).

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

Goal 3d.1: Use technology for curriculum integration to improve teaching and learning.

Objective 3d.1.1: By June of 2014, 90% of the schools will incorporate video production technologies into their curriculum creating career/technical opportunities for students.

Benchmarks:

- Year 1: 70 percent of the schools will use video production to post the morning announcements.
- Year 2: 80 percent of the schools will use video production to post the morning announcements.
- Year 3: 90 percent of the schools will use video production to post the morning announcements.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train teachers on how to have students work in teams to produce a variety of video productions.	Daily schools will host their morning announcements using Video from the Video Production class.	Site Administrators and Teachers	Monitor the numbers of schools which show morning announcements produced in their video production class.	Monthly, stop by and watch the morning announcements.

Objective 3d.2.1: Identify students needing intervention in core curriculum areas over the course of their secondary education.

Benchmarks:

- Year 1, 2 & 3: Teachers will review 100% of the test scores from the California Standardized Test and identify those students needing intervention.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
The intervention coordinator will test students whose reading scores are Far below Basic and Below Basic in the CST performance level and recommend the appropriate intervention to improve their scores.	Annually, All intervention coordinators will identify students needing intervention.	Director of Special Programs and the site Intervention coordinators	Monitor the number of students receiving intervention.	Quarterly for Junior High and Semester for High School

Goal 3d.2: Improve school wide Literacy by using technology.

Objective 3d.2.1: By June of 2014, technology will be used to improve school wide Literacy.

Benchmarks:

Year 1, 2 & 3: Teachers will test 100% of the incoming 7th graders and review annually grade level essential standards and assessments based on CDE’s latest CST.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Administration staff and teachers will test all ELA and Math student and place them in the proper Math and English class in the fall.	On an ongoing basis	Director of Curriculum & Instruction and teachers	Monitor the improvement in literacy at the schools.	Weekly assess classrooms seeing if some form of literacy is being taught.

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Goal 3e.1: Increase students' technology and information literacy skills which are needed to be successful in the classroom and workplace.

Objective 3e.1.1: By June of 2014, 95% of the students will be proficient technology users. Currently more than 70% of the students are proficient in technology. This can be monitored through the Single School Plan for Student Achievement (LEAP) and through EdTechProfile.

Benchmarks:

- Year 1: 75 percent of the students will be proficient technology users.
- Year 2: 85 percent of the students will be proficient technology users.
- Year 3: 95 percent of the students will be proficient technology users.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teach the students to create multimedia projects or videos; they will learn and apply technology skills. Teachers will also conduct classroom discussions evaluating information obtained from a variety of sources including the Internet.	All 9th and 10th grade students are given an informational literacy guide via the library orientation. 9th grade emphasis on physical library and introduction to electronic and 10th grade emphasis on electronic resources. Each semester, teachers will assign one technology project to students.	School Department Heads, teachers and teacher librarian	Monitor how often students are using technology.	At the end of each semester (December and June), evaluate the students project.

Goal 3e.2: Have students produce a research project which will meet the standard (rubric) for written composition and demonstrate information literacy.

Objective 3e.2.1: By June of 2014, 80% of the students will produce a research project which will meet the standard (rubric) for written composition and demonstrate information literacy.

Benchmarks:

- Year 1: 60 percent of the students will produce a research project.
- Year 2: 70 percent of the students will produce a research project.
- Year 3: 80 percent of the students will produce a research project.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will require students to produce a paper requiring that the document be supported by research. Teachers will conduct lessons on identifying, evaluating and synthesizing information found on the Internet as well as other electronic and hard copy sources.	Each Semester students will complete a research project.	School department heads, teachers and teacher librarian	School department heads will monitor how often students are using technology	Quarterly in October, January, April and June, evaluate the students' use of computers by reviewing their projects.

- 3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use.

Goal 3f.1: Have teachers and students distinguish lawful from unlawful uses of copyrighted works including the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
The teacher librarian will train teachers on using anti-plagiarism software for students' written work and how to retrieve the students' work and read the anti-plagiarism reports. The teacher librarian will teach students on how to submit their written work and have the software check it for originality.	At the start of each school year.	Teachers and teacher librarian	Monitor student's written works.	Run written papers through an anti-plagiarism software.

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

Goal 3g.1: Address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
The Teacher Librarian will hold class sessions instructing staff and students on Internet safety instructing them on how to identify predators, cyberbullying and the procedure for reporting misuse of the Internet.	During the staff development days prior to the start of the new school year.	Teacher Librarian, department heads	Monthly by site administrators.	Visual observation by administration during teacher observation.
Students will be cautioned in English and/or History classes on the appropriate use of the Internet and the problems which occur when posting personal information on web sites such as Facebook.	At the start of each school year.	Teacher Librarian	During all class periods where the computers are in use.	Visual observation of what the students are seeing on the computer screen
Educate students on the posting of personal information on the Web.	During the first class session each quarter.	English and/or History teacher.	During all class periods where the computers are in use.	Physically monitor students' use of the internet.

3h. Description of the district policy or practices that ensure equitable technology access for all students.

The plan is to provide all students including Special Education, G.A.T.E., English Language Learners, etc., access to technology in the classroom. Some schools offer additional access. School sites have variable configurations of mobile, stationary computer labs, and computer clusters in designated areas for students during the school day. Extended day access to these computers varies by school site and budget constraints. English Language Learner students are supported with English language development software at grades 7-8. Special education students have equal access to computers during the school day. All school sites have computers and the Follett Library Software System in their library media centers. All school sites have access to TV/VCR/DVD combinations with access to video streaming sites such as digital curriculum and streaming video in the classroom. All information that is found on the Internet is filtered and complies with the Child Information Protection Act (CIPA). In addition to the 7-12 technology resources, adult education is supported by curricular software and access to technology.

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Goal 3i.1: Provide teachers and administrators with access to student information using the student information system, Infinite Campus.

Objective 3i.1.1: By June of 2014, the assessment data component of Infinite Campus will be available for all teachers to use to assist in determining their instruction focus.

Benchmarks:

- Year 1: 80 percent of the teachers will be proficient users of the assessment module in Infinite Campus.
- Year 2: 90 percent of the teachers will be proficient users of the assessment module in Infinite Campus.
- Year 3: 100 percent of the teachers will be proficient users of the assessment module in Infinite Campus.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train staff on using the assessment module in Infinite Campus.	Third Wednesday of each month, during the faculty meeting, offer training where requested.	District Infinite Campus technician	Annually at the beginning of each school year determine which teachers are new and will need training.	Accurate student information will be available to teachers and administration from anywhere on campus.

Goal 3i.2: Use IDMS (Instructional Data Management System) data to track student progress toward meeting state standards.

Objective 3i.2.1: By June of 2014, teachers will use IDMS data to track student progress toward meeting state standards.

Benchmarks:

- Year 1: 85 percent of the teachers will be trained to use IDMS.
- Year 2: 90 percent of the teachers will be trained to use IDMS.
- Year 3: 90 percent of the teachers will be trained to use IDMS.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will be taught a working knowledge of specialized programs that will assist student learning. IDMS offers a suite of tools tailored for the job of integrating standards to all phases of instruction and assessment.	July 2011 to June 2014	Staff Development Personnel	Teachers are effectively able to use IDMS to monitor student improvement in the classroom.	Teachers will be able to identify the At Risk students early and offer additional help.

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

Goal 3j.1: Teachers will use technologies such as email, websites, facebook, etc. to communicate with parents.

Objective 3j.1.1: By June of 2014, 85% of the teachers will use email to communicate with parents.

Benchmarks:

- Year 1: 75 percent of the teachers will communicate with parents using email.
- Year 2: 80 percent of the teachers will communicate with parents using email.
- Year 3: 85 percent of the teachers will communicate with parents using email.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train teachers to see the advantages of communicating with parents through email. No missed phone calls, the ability to communicate with parents during the day, and having a written record of all conversations.	Check email log every Tuesday.	Teachers	Inquire at faculty meeting how many teachers are using email when communicating with parents.	Second Wednesday of the month.

Goal 3j.2: Teachers will share their grade book with parents using Infinite Campus.

Objective 3j.2.1: By June of 2014, 95% of the teachers will use Infinite Campus Parent Portal to communicate with parents.

Benchmarks:

- Year 1: 85 percent of the teachers will share their grade book with parents using Infinite Campus Parent Portal.
- Year 2: 90 percent of the teachers will share their grade book with parents using Infinite Campus Parent Portal.
- Year 3: 95 percent of the teachers will share their grade book with parents using Infinite Campus Parent Portal.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train teachers to create lessons plans for student that are available for students and parents to view from the parent portal on Infinite Campus.	Whenever lesson plans are created.	Teachers	Run weekly reports of how many parents or students have logged onto the portal.	Positive response from parents

3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

3d. The process for monitoring technology to improve teaching and learning of the students will be done by the Principals and the Director of Technology by monitoring the number of schools which show morning announcements produced in their video production class.

The process for identifying students needing intervention in core curriculum areas is the responsibility of the Director of Special Programs and the site Intervention coordinators by monitoring the number of students receiving intervention quarterly for junior high students and at each semester for the high school students. Also, weekly visits classroom will help determine if some form of literacy is being taught.

3e. The process for monitoring the technology skills and information literacy skills needed to succeed in the classroom and the workplace will be the responsibility of the school department heads and teachers by observing how often students are using technology.

The process of assigning a research project is the responsibility of the teacher with input from department heads and these projects will be reviewed quarterly in October, January, April and June.

3f. The process of implementing an appropriate and ethical use of information technology in the classroom is the responsibility of the Teacher Librarian who will instruct students and teachers on copyright policies, intellectual property rights and the appropriate use of the internet at the start of each school year. Students and/or Teachers will run students papers through anti-plagiarism software and make correction on the papers accordantly..

3g. The process of addressing Internet safety, protecting online privacy and avoiding online predators is the responsibility the Teacher Librarian and the Teen Issue Teacher. At the start of the school year, students will attend a class on internet protection. As students work on computers, teachers will monitor their web sites, ensuring that the web sites are appropriate.

3h. The process of ensuring equitable technology access for all students is the responsibility of teachers, administrators, and the technology department. All students have access to research data bases from school or home and are able to review their assignments online through the parent portal module of the student information system.

3i. The process of using technology to make student record keeping and assessment more efficient is the responsibility of the district student information system technician. At the beginning of each school year, determine which teachers need to be trained or re-trained so teachers and administration will have accurate information from anywhere on campus or from home through the Internet.

3j. The process of improving two-way communication between home and school is the responsibility of teachers and administration. At the beginning of the school year teachers are able to communicate with parents through email and the messenger module of Infinite Campus.

4. Professional Development

4a. Summary of teachers' and administrators' current technology skills and needs for professional development.

- 91 percent of teachers use technology to create instructional material.
- 85 percent of teachers use technology to deliver classroom instruction.
- 96 percent of teachers use technology to record student information.
- 81 percent of teachers use technology to communicate with colleagues.
- 80 percent of teachers use technology to communicate with students at home.
- 70 percent of teachers use technology to access model lesson plans and/or best practices.
- 92 percent of teachers use technology to monitor individual student progress.
- 82 percent of administrators use technology as a tool in school financial and personal management.
- 93 percent of administrators use technology to analyze and monitor student achievement data.
- 71 percent of administrators use technology to assist with instructional leadership.
- 73 percent of administrators use technology to monitor the professional development needs of their staff.
- 100 percent of administrators use technology to communicate with parents via email.
- 100 percent of administrators use technology to communicate with the district office or other sites via email.

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

Goal 4b.1: Provide professional development opportunities based on district needs assessment data and the curriculum component objectives.

Objective 4b.1.1: By June of 2014, professional development opportunities will raise the Technology levels of proficiency in 90% of the staff.

Benchmarks:

- Year 1: 70 percent of the teachers will receive some staff development in the use of technology in the classroom.
- Year 2: 80 percent of the teachers will receive some staff development in the use of technology in the classroom.
- Year 3: 90 percent of the teachers will receive some staff development in the use of technology in the classroom.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teach staff members all the technology tools used in this district. Throughout the school year, staff members are offered computer courses to increase their technology skills.	Review Monthly those teachers working on their ILP.	Staff Development Personnel.	Monitor each teacher's progress to their technology levels of proficiency as indicated by Individualized Technology Learning Plans (ILP).	Staff will do a better job of using technology in the classroom and in the work place.

Goal 4b.2: Provide the ELL staff with a working knowledge of specialized programs that will assist student learning.

Objective 4b.2.1: On an ongoing basis, the Administration Staff will provide support and professional development opportunities on the integration of ELL skills and standards across the curriculum including in career tech courses.

Benchmarks:

- Year 1: 70 percent of the ELL teachers will be trained in software to assist students.
- Year 2: 80 percent of the ELL teachers will be trained in software to assist students.
- Year 3: 90 percent of the ELL teachers will be trained in software to assist students.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide teachers with timely information about students' test scores so the teachers can work with students having problems in core curricular areas.	Monthly review students who are having problems with low grades in classes.	English department chair and administration.	Monitor the staff trained in Read 180, a reading software program, by attending READ 180 classes periodically.	Visit classrooms twice during each semester, October and March.

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

The process for providing professional development opportunities based on district needs and the Curriculum Component is the responsibility of the Director of Special Programs and the staff development department. Staff development training will occur during scheduled minimum days at each school site or at a central location.

5. Infrastructure, Hardware, Technical Support, and Software

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware: The William S Hart Union High School District has 6,015 computers, mostly Dell, which is used throughout the District to support the activities in the Curriculum and Professional Development Components of the Plan. Of the 6,015 computers, 2,507 or 42% are in classrooms; 2,233 or 37% are in computer labs; 284 or 5% are in Libraries; 402 or 7% are in mobile laptop carts and the remaining 859 or 9% are in administration. There are also 5 mobile wireless data carts with 16 laptops each spread throughout the district for student and faculty use. The District has two Novell file servers at each comprehensive school, one for administration, one for student work, and three Microsoft Window application servers. There are 23 file servers at the Administration Center operating on both Novell and Microsoft operating systems. These servers are used for the following applications: Internet filtering server, Document imaging server, construction server for modernization, Energy management server, Web server, email server, DNS server, Citrix server, maintenance software tracking server, Infinite Campus server, Administration Center print and file server, student email server, antivirus server, and a variety of test servers.

Existing Internet Access: The infrastructure is made up of two DS3 data lines that connect each high school with two or three T1 lines and each junior high school with one T1 line to the Administrative Center. The Administrative Center is connected to the Internet at 45MB per second through a point to point connection to AT&T, our Internet Provider. Students and staff are protected from inappropriate information found on the Internet by filtering software provided by McAfee Smart Filter. All emails and information are scanned by the antivirus and anti-spam software protecting the information. All file servers are backed up daily and the backup tapes are taken off site weekly, monthly, and annually.

Existing Electronic Learning Resources: The schools have a variety of software available to students and faculty: Accelerated math, Infinite Algebra, Infinite Geometry, sketchpad, BrainPop, Accelerated Reader, Read 180, Cisco Academy, Microsoft A+ certification, AutoCAD, keyboarding software, Dream Weaver for the web design class and a whole suite of business software for the business courses. In addition there are resources available to staff to help with student placement in the proper class: Infinite Campus, Smart boards, IDMS, and a variety of other support software. Each student has access to computers in classrooms, computer labs, and the library with each of these computers connected to the Internet through T1 lines.

Existing Technical Support: There are 17 computer technicians supporting technology throughout the District. Each Comprehensive high school has a dedicated classified computer technician and a full time certificated teacher who takes care of the technology needs of students and staff at their site. Each Comprehensive junior high school has a dedicated classified computer technician and a half time certificated teacher who takes care of the technology needs of students and staff at their site. Each alternative school has a classified computer technician who takes care of the technology needs of students and staff at their site one day each week.

There is a classified telecommunication technician who maintains the phone, fire, clocks and paging systems for the schools. Also there are four database administrators and one supervisor of technology whose responsibilities include all support for all district wide hardware and software, as well as developing standards to be used throughout the District.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Hardware Needed: The district needs to purchase 1000 new computers to replace old outdated computers. The District plans to survey each school for any computer that is over five years old. With the information from the survey, establish a schedule to purchase replacement computers for each school. The first year the District plans to replace all non Dell computers with new computers. Then each year thereafter, the district will replace the older models with new computers until all District computers are less than five years old. The District plans to buy additional computers for each school as enrollment increases with an effort to maintain the 4.75:1 ratio.

The district needs to purchase 25 new file servers. The life of a file server is three years, so the plan is to replace all file servers some time during the three year cycle. Year one: replace all senior high school servers. Year two: replace all junior high school servers. Year three: replace all alternative school servers as well as the District office servers. A review of sites' router and switches will be done annually and those routers and switches and replace those that are obsolete. Quarterly review the speed of the Internet; when the capacity reaches 85% of the available bandwidth, increase the bandwidth at the school or to the Internet.

Electronic Learning Resources Needed: Once the State and District budget improves, the District needs to implement the ILP (Intensive Literacy Program) program for summer school. It is anticipated that each summer up to 800 students will be served by this program. In addition, each teacher will be trained to use IDMS (Instructional Data Management System) which offers a suite of tools tailored for the job of integrating standards to all phases of instruction and assessment. Finally, all teachers have access to a computer in their classroom whenever they are on campus, before during or after school. This is also true for administrators.

Networking and Telecommunications Infrastructure Needed: The district needs to increase the size of its pipe to the Internet from 45mb to 100mb. The network system is functioning 24 hours a day 7 days a week. Students and staff members also have access to a computer in the library or a computer lab usually 30 to 45 minutes before school starts and to a computer one or more hours after the school day ends. Teachers and administrators have access from home to

their school data 24 hours a day seven days a week through Infinite Campus, a web based Student Information System.

Physical Plant Modifications Needed: The technology department is planning to retire 75% of the file servers when the new Virtual Server farm is implemented. This means a reduction of 93 file servers down to 20 file servers. The District Technology Department is planning on investigating the possibility of implementing a Fiber backbone between the schools and the district office.

Technical Support Needed: Each comprehensive school in the district will have a full time classified computer technician on site. Each alternative school has a classified computer technician who visits the school one day each week. It is the responsibility of these technicians to insure that the file servers, teacher and student computers, printers and other peripherals are kept in working order. Each school has a technology teacher/coordinator that works with faculty and students helping them with new software programs and performs staff development on a regular basis. The District has set up a fund for these technicians to continue their education in the technology field. They will be encouraged to take advantage of this benefit and learn and keep current with technology. The District also plans to have each technician certified to repair Dell computers. Most of the classes that will be taken by technicians will be online classes offered through the Internet.

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

Year 1 Benchmark: Install 500 new computers at the schools; implement the Intensive Literacy Programs at all summer school sites, if funding is available; increase the bandwidth from 45mb to 100mb; and start converting the existing T1 data line to fiber data lines.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase and install 500 new computers at the schools; implement the Intensive Literacy Programs at all summer school sites, if funding is available; increase the bandwidth from 45mb to 100mb; and start converting the existing T1 data line to fiber data lines.	During the summer months, June, July and August	Director of technology and school computer technicians.

Year 2 Benchmark: Install 250 new computers at the schools. Continue the implement of the Intensive Literacy Programs at all summer school sites, if funding is available; and continue the converting of existing T1 data line to fiber data lines.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase and install 250 new computers at the schools. Continue the implement of the Intensive Literacy Programs at all summer school sites, if funding is available; and continue the converting of existing T1 data line to fiber data lines.	During the summer months, June, July and August	Director of technology and school computer technicians.

Year 3 Benchmark: Install the remaining 250 new computers at the schools. Continue the implement of the Intensive Literacy Programs at all summer school sites, if funding is available; and finish converting the remaining T1 data line to fiber data lines.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase and install the remaining 250 new computers at the schools. Continue the implement of the Intensive Literacy Programs at all summer school sites, if funding is available; and finish converting the remaining T1 data line to fiber data lines.	During the summer months, June, July and August	Director of technology and school computer technicians.

5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

The William S Hart School District Technology Committee will meet on a quarterly basis to analyze the data that has been collected and make recommendations for modification and revisions.

Annually early January, the site computer technician will take an inventory of all computer and printers monitoring each school as to the status of computers and printers at the schools replacing obsolete equipment.

Monthly, the Network Systems Administrator will monitor the bandwidth of the network and increase the school’s bandwidth with it reaches 85% utilization.

Annually, the Director of Special Programs will monitor the teacher training on the IDMS system.

Monthly, the Director of Technology in conjunction with the site administrator will monitor the number of teachers and students asking if they are able to access their school data from home.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: With the budget problems in California, the only existing funding source is the General Fund.

Potential Funding Sources: The district has passed two school bond measures, Measure V and Measure SA. These funds will be used to upgrade technology through school modernization. The funds will be used to modernize school infrastructure and to purchase new computers, switches, and routers.

6b. Estimate annual implementation costs for the term of the plan.

6b. Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
1000-1999 Certificated Salaries				
Technology Teachers Coaches	\$440,000	\$440,000	\$440,000	General Fund
2000-2999 Classified Salaries				
Computer Technicians	\$950,000	\$950,000	\$950,000	General Fund
3000-3999 Employee Benefits				
Administrative Overhead, Pers, STRS, Vacation, Sick benefits	\$383,000	\$383,000	\$383,000	General Fund
4000-4999 Materials and Supplies				
Books and Supplies	\$40,000	\$40,000	\$40,000	General Fund
5000-5999 Other Services and Operating Expenses				
Software maintenance and renewal	\$900,000	\$900,000	\$900,000	General Fund
6000-6999 Equipment				
New Computers	\$500,000	\$250,000	\$250,000	Categorical Funds (Bonds)
Totals:	\$3,213,000	\$2,963,000	\$2,963,000	

6c. Describe the district's replacement policy for obsolete equipment.

The District has a policy of replacing all computers that are six years old with new computers upgrading to the latest Operating System and most current Microsoft Office suite. All file servers are replaced every three years or as soon as they come off their warranty. All printers are replaced when they cost more to repair than to purchase a new printer. Laptops are replaced as they wear out.

6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

The Director of Technology Services sits in on all cabinet and budget meetings. At these meetings budget items are discussed with respect to funding technology at each school and the administrative center. During these meetings the annual technology budget is set and the amount of categorical funds available for the school year is presented. During the quarterly District Technology Committee meeting the Director of Technology Services will report back to the committee the status of funding and the budget. The committee will then report back to their schools the status of the budget.

7. Monitoring and Evaluation

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

Incorporate video production technologies into the curriculum and monitor the daily video announcements at the schools.

Identify and train the intervention coordinators; the intervention teachers will share results with classroom teachers

Teachers will share school wide literacy data results with department chairs.

7b. Schedule for evaluating the effect of plan implementation.

The William S. Hart School District Technology Committee will meet on a quarterly basis to analyze the data that has been collected and make recommendations for modification and revisions.

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

Once per quarter student test data will be reviewed. Test results are directly related to specific standards. In twenty-four hours, results are scanned and teachers can view aggregated and disaggregated results and can drill down to the student level by standard. This allows teachers to work collaboratively to improve instruction and to provide intervention opportunities for students.

The data from EdTechProfile's technology survey of teachers and administrators will be used to see if there is growth in technology skill. The benchmark for teachers and administrators are: 15% are at the beginning level, 42% are at the intermediate level, and 43% are at the proficient level.

Quarterly the stakeholders will be sent the results of the surveys and data review so the results can be discussed at the stakeholders meeting.

8. Collaborative Strategies with Adult Literacy Providers

The William S. Hart Union High School District will use resources from the Regional Occupational and Adult Education Programs to increase the variety of course offerings that are available to adult students. The Regional Occupational Program (ROP) is a public education service that provides practical on-the-job training and career guidance to students in the Santa Clarita Valley who are 16 years of age or older. High School Students who are in 11th and 12th grades, out-of-school youth and adults may enroll in ROP for any of the following reasons: to learn entry-level employment skills; to prepare for career advancement by upgrading existing job skills; to prepare for advanced training programs; and to retrain for a new career.

Golden Oak Adult School is a public education service that offers a wide array of adult courses. Courses are taught for those who want to learn a new skill, for those who have interest in the Internet, or want to complete the requirements for a high school diploma. Citizenship classes are offered to those who want to study skills necessary for taking the test of English, U. S. History and Government. The mission of Golden Oak Adult School program is to provide a nurturing environment that enables students to achieve their fullest potential while developing a sense of community and a love of lifelong learning.

The principal of Golden Oak Adult School will be invited to the quarterly District Technology Committee meeting. At these meetings the principal will participate in the technology discussion and provide feedback on how technology is being integrated into adult education.

9. Effective, Researched-Based Methods and Strategies

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

The relevant research and how it supports the plan's curricular and professional development goals.

American School Board Journal: The Top 10 Legal Issues. (Stover, Del, October 2010)

Issue # 6, Employee and Student misuse of the Internet: this report asks if a student sends an abusive or threatening text message to a classmate's cell phone outside of schools hours, does the William S. Hart Union High School District have the authority and an obligation to intervene, or if a teacher is in communication privately with a student on personal matters (even if it's harmless), should the district intervene.

How the research has been and will be used: Consistent with this research, William S. Hart Union High School District has and will continue to carefully analyze Internet and cell traffic in order to protect students from others and from themselves especially when the off-campus texting raises the threat of violence on the school campus. Throughout the plan, attention is paid to providing safe Internet access to all students in our community, including students in special populations.

The Journal: Community Connection, It Goes Both Ways. (McCrea, Bridget, April 2010).

As parents broaden their use of the Internet with their schools, Districts are discovering that on the Internet it may be better to receive than to give. As the William S. Hart Union High School District searched for a new Superintendent, community feedback was important and the Internet was a viable way of obtaining this information.

How the research has been and will be used: Consistent with this research, in the development of this technology plan, William S. Hart Union High School District has followed, and will continue to follow, the steps recommended in the report. In alignment with the report, the district will listen to the community members as the school identifies educational goals and linked technology resources to those objectives; establish student outcomes and performance standards that new the superintendent will deal with.

District Administration: Mobil Devices in the Classroom. (Schachter, Ron, 2009)

District Administration November/December 2009

This report reviews the effectiveness of cell phones, netbooks and iPods in the curriculum, thereby expanding student access to technology. Even though some districts have banned the use of such electronic devices from the classroom, other districts are realizing the untapped potential of this form of e-media.

How the research has been and will be used: Consistent with this research, in the development of this technology plan, William S. Hart Union High School District is guilty of banning many of these e-devices from the classroom; however the District is willing to carefully introduce some if not all e-devices into the curriculum because technology has finally progressed where e-devices are reasonably priced and powerful enough to use.

The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21 st century. (2001). The CEO Forum

<http://www.ceoforum.org/downloads/report4.pdf>

This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and William S. Hart Union High School District accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries.

How the research has been and will be used: Consistent with this research, William S. Hart Union High School District has and will continue to carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Additionally, the school will continue to evaluate the use of technology to ensure its use provides the benefits and academic achievement improvements expected and documented with this plan. Through ongoing data collection and analysis, William S. Hart Union High School District will continuously monitor its attainment of the goals and objectives of the 2008-2011 Technology Plan, and will report results annually to the Superintendent, the board, and the public through quarterly/annual meetings. Throughout the plan, attention is paid to providing equitable access to all students in our community, including students in special populations.

Connecting the bits. A reference for using technology in teaching and learning in K-12 schools. (2000). The National Foundation for the Improvement of Education.

<http://www.ericit.org/fulltext/IR020862.pdf>

This book provides information for integrating technology into teaching and learning in K-12 schools, based upon findings from two past programs of the National Foundation for the Improvement of Education. "The Road Ahead" program explored how technology can facilitate teaching and learning in both formal and informal education settings, and the "Learning Tomorrow" program funded pilot projects that investigated how technology can improve teaching and learning for underserved students.

How the research has been and will be used: The research in this book was used in the discussion and development of ideas for integrating technology. As recommended throughout this document, William S. Hart Union High School District focused its attention first on establishing learning goals for students, not technology goals. The emphasis of this plan is to help teachers become comfortable and highly competent in the integration of technology throughout the curricula and project-based learning. Integral to the plan, and supported by this research and others, is the belief that successful integration of technology depends on teachers who are knowledgeable, have opportunities for continuous learning, and who challenge their students academically while providing the support necessary to ensure their success. The professional development programs at William S Hart Union High School District have been designed to incorporate these concepts.

Ringstaff, Cathy; Kelley, Loretta. (2002). The learning return on our educational technology investment. A review of findings from research. West Ed.

http://www.wested.org/online_pubs/learning_return.pdf

This paper summarizes major research findings related to educational technology use and draws out implications for how to make the most of technology resources, focusing on pedagogical and policy issues. The distinctions between learning "from" computers and learning "with" computers are delineated. The findings of the research focus on adequate and appropriate teacher training; changing teacher beliefs about learning and teaching; sufficient and accessible equipment, including adequate computer-to-student ratio; long-term planning; technical and instructional support.

How the research has been and will be used: Consistent with this research, this plan has been designed to address the benefits and rationale for both learning "from" technology (i.e., using computers to assist students in learning skills, etc.) and learning "with" technology (i.e., using technology to assist students with projects and other higher order thinking skills lessons). The plan also addresses sufficient and accessible equipment, especially as it relates to student-to-computer ratios, and technical and instructional support. Long-term planning and monitoring of the plan is built into the plan.

Valdez, G., McNabb, M., et. al. (May, 2000). Computer-based technology and learning: Evolving uses and expectations. North Carolina Regional Educational Laboratory.

<http://ericit.org/fulltext/IR020868.pdf>

This research report takes an in-depth look at the three distinct phases in technology uses and expectations: Print Automation, Expansion of Learning Opportunities, and Data-Driven Virtual Learning and, for each, addresses two very important and highly interrelated questions facing educators as they try to determine the best use of technology in K-12 settings: (1) What evidence is there that the use of computer-based technology in each phase has a positive effect on learning?; and (2) What significance do the findings from each phase have for educators today as they try to make technology-related decisions that have an impact on student learning?

How the research has been and will be used: Consistent with this research, and following the recommendations made in the report, William S. Hart Union High School District has designed and will continue to: implement a plan that provides for a rigorous program and an opportunity for technology to make learning more interactive; individualize and customize the curriculum to match learners' developmental needs as well as personal interests; capture and store data for informing data-driven decision making; enhance avenues for collaboration among family members and the school community; and improve methods of accountability and reporting.

Goldberg, A. Russell, M. and Cook, A. The Effect of Computers on Student Writing: What the Research Tells Us_. The Journal of Technology, Learning, and Assessment. 2[1], 2003
http://www.bc.edu/research/intasc/jtla/journal/pdf/v2n1_jtla.pdf

This study reviewed 99 recent studies related to the effect of word processing on student writing. From this initial body of studies, researchers selected 26 for meta-analysis. These studies generally suggest that when students used word processors, the writing process became more collaborative and involved increased peer editing; revision began earlier in the writing process, with students actively revising as they drafted; student motivation to write improved; and students with greater access to word processors performed better over time than students with less access.

How the research has been and will be used: Consistent with this research, and following the recommendations made in the report, William S. Hart Union High School District has identified strategies for improving language arts skills through the use of applications which target the writing process and provide an opportunity for technology to make learning more interactive; individualize and customize the process to match students' needs as well as personal interests; capture and store data for informing data-driven decision making; enhance avenues for collaboration among family members and the school community; and improve methods of accountability and reporting.

WestEd Regional Technology in Education Consortium (June, 2002). *The learning return on our educational technology investment* . <http://www.wested.org/cs/wew/view/rs/619>

This report seeks to answer the question “what do we need to do to maximize the return on our technology investment?” It offers suggestions related to issues such as professional development, access to technology, and long term planning.

These issues are addressed within the development of the district technology plan, as well as the ten lessons from this research that address the conditions under which technology has the most benefits for students, specifically, helping students needing intervention perform better in core curriculum areas. We intend to move technology into the hands of students by reducing the computer ratio to 4.75 to 1 helping the student to feel confident with the use of technology to improve learning. We will provide all classrooms, libraries, and computer labs with safe access to the Internet, with space to save projects as students build their portfolio, and continually upgrade infrastructure hardware and software replacing obsolete equipment.

Becker, J.H., and Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use, Center for Research on Information Technology and Organizations. Retrieved September 23, 2002, online http://www.crito.uci.edu/tlc/findings/report_7/startpage.html

This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. Professional engagement is defined as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. Professional engagement is measured by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at other schools, and (3) the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

In the ETP, professional development is a primary focus. The Education Technology Plan is consistent with the research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) Teachers are provided with the opportunity to attend 15 sessions per semester that cover basic-to-advanced use of technology; and (3) our key (technology proficient) teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

Annually, the Curriculum and Instruction Department and the District Technology Committee will examine the studies in the *What Works* computer database. The What Works clearinghouse, funded by the US Department of Education, will provide the following easily accessible and searchable online databases:

- An educational interventions registry that identifies potentially replicable programs, products, and practices that are claimed to enhance important student outcomes, and synthesizes the scientific evidence related to their effectiveness.
- An evaluation studies registry, which is linked electronically to the educational interventions registry, and contains information about the studies constituting the evidence of the effectiveness of the program, products, and practices reported.
- An approaches and policies registry that contains evidence-based research reviews of broader educational approaches and policies.
- A test instruments registry that contains scientifically rigorous reviews of test instruments used for assessing educational effectiveness.
- An evaluator registry that identifies evaluators and evaluation entities that have indicated their willingness and ability to conduct quality evaluations of education interventions.

These resources will be utilized and incorporated as appropriate to ensure that the education technology program in the William S. Hart Union High School District is consistent with current scientifically based research regarding technology, teaching, and learning.

Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be evaluated for its ability to support the five key literacy components, and will follow the "assess, align, instruct, and evaluate" model to target instructional activities based on students' needs.

The William S. Hart Union High School District will use resources from APChallenge.net to increase the variety of course offerings that are available to students. Online courses will be made available based on student needs and skills, particularly in situations where there may be an insufficient number of students interested or eligible for a course at a given site. Finally, the District staff sees their students engaged in a networked learning community consisting of teachers, parents, community and business leaders, and other experts or organizations world-wide which support education. Instead of learning to use technology, the students use technology to learn and meet grade-level expectations in language arts, math, social studies, and science. Students communicate proficiently through a variety of media, and they demonstrate information literacy by searching for and retrieving valid and reliable data. In classrooms that more closely resemble the real world, students participate in independent and interactive learning. They solve problems cooperatively and develop the strong technical skills required for successful careers.

**Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)**

In order to be approved, a technology plan needs to "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	Page 2	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	Page 3 & 4	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	Page 5 & 6	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	Page 6	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	Page 6 & 7	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	Pages 7 to 9	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

<p>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</p>	<p>Page 9 & 10</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>
<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p>	<p>Page 11</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>Page 12</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>

<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>Page 12</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>Page 13 & 14</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>	<p>Page 14 & 15</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>Page 15 & 16</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	Page 17	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.	Page 17 & 18	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	Page 18	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	Page 19 & 20	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.	Page 20 & 21	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.

c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	Page 21 & 22	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	Page 22	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	Page 23	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	Page 23	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	Page 24	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.

d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	Page 24	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	Page 25	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	Page 25	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	Page 25	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	Page 26	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	Pages 27 to 31	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.

<p>b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.</p>	<p>Page 32</p>	<p>The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district's curriculum offerings.</p>
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**Appendix J - Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 19 - 65136

School Code (Direct-funded charters only): _____

LEA Name: William S. Hart Union High

*Salutation: Dr.

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Please provide backup contact information.

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2nd Backup Name: _____

E-mail: _____

* Required information in the ETPRS