

William S. Hart Union High School District Technology Plan

The William S. Hart Union High School District is located in the Santa Clarita Valley in the northern part of Los Angeles County. Over 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 have been named California Distinguished Schools, and a junior high school has received the designation of National Blue Ribbon School of Excellence. Bowman High School has been named a California Model Continuation School.

The District's Mission Statement:

We prepare students to meet the challenges of the future as lifelong learners and responsible citizens. In partnership with families and community, we create meaningful and diverse learning opportunities for all students so they develop the knowledge, skills, and character necessary to succeed. In all of our work, we demand fairness, honor quality, and expect achievement at each person's highest level of ability.

Technology Plan duration is from July 1, 2008 through June 30, 2011

Technology Planning Team

Name	Position	Organization
Dr. Daniel McHorney	Director of Technology Services	Administrative Center
Vicki Engbrecht	Assistant Superintendent, Educational Services	Administrative Center
Terry Deloria	Director of Special Programs	Administrative Center
Carol Goodman	District Registrar	Administrative Center
Dr. Andy Keyne	Assistant Principal	Arroyo Seco Junior High School
Patricia McHorney	Assistant Principal	La Mesa Junior High School
Steve Sturgeon	Governing Board Member	AVM Technologies
Mike Crawford	Teacher / Site technology coordinator	Canyon High School
Dan Doggett	Teacher / Site technology coordinator	West Ranch High School
Dr. Collyn Nielsen	Principal	Hart High School
Kathleen Pena	Business Partner	AT& T

Educational Technology Plan Stakeholders

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 quarterly 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, teachers, and Business Partners.

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. In August 2007 the stakeholders met as a group and brought the sections together as a cohesive plan

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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.

Curriculum Component

Goals, Objectives and Benchmarks for using technology to improve teaching and learning.

a. 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. 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 e-mail 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 also uses several software applications (Word, Excel, Photoshop, Clipart, etc.) 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.

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 to collecting results of local benchmark assessments in the content areas. At least three times per year students complete tested based on the district's pacing calendars. 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.

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

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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 a web based remote access system using Citrix Meta frame technology.

b. 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 posting grades for students using SASIxp. They also use software to monitor students' achievement, determining which student need additional help and should be place in an intervention class. Teachers also use PowerPoint, email, word processing, and the Internet. Many teachers have Web sites that both student and parents may access for information.

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

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

All curriculums 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 cite curricular or academic goals:

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

1. Communicate substantive, current District and school information to all stakeholders.
2. Instructional program will emphasize rigor in reading and writing in all content areas.
3. Forge productive school/family/community partnerships.
4. Create career/technical education opportunities to increase students' successful transition to the workforce/workplace.
5. 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.
6. Continue to ensure that that health and safety of all students is of primary concern on all campuses.
7. 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.

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

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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 use supplemental technology-assisted programs and equipment to deliver and enrich core curriculum (streaming video, LCD projectors, DVD/VHS and TV systems).

d. Goal 1.0: Use technology for curriculum integration to improve teaching and learning.

Objective	Benchmarks		
	2009	2010	2011
1.1. By June of 2011, 70% of the schools will incorporate video production technologies into its curriculum creating career/technical opportunities for students.	50%	60%	70%
1.2. By June of 2011, technology will be used to identify students needing intervention in core curriculum areas over the course of their secondary education.	Start of each school year		
1.3. By June of 2011, technology will be used to improve school wide Literacy	Ongoing		

Implementation Plan:

The Video Production courses are designed to provide students with a basic understanding and knowledge of the various aspects of the TV/Video industry. Students will be working as team members to produce a broad variety of video productions. As team members and individually, they will write scripts, storyboards, videotape, edit and evaluate video projects. Emphasis will be placed on learning all stages of video production including development, pre-production and post production. Students will apply all learned knowledge through a daily broadcast of the schools events and happenings.

Starting in the 2004-2005 school year, one teacher at each school was identified to be the intervention coordinator. With the use of SASIxp, these intervention coordinators will be able to identify which students are in need of intervention and get them help by placing them into intervention classes taught at the site.

In 2003-04 READ 180 was purchased as a pilot program to help educators provide an effective reading program that includes phonemic awareness, phonics, fluency, vocabulary, and text comprehension. READ 180 addresses these fundamental reading components and also helps schools meet other NCLB requirements from providing assessment tools to offering professional

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development. READ 180 provides teachers and school leaders with the skills they need to implement the latest research-based practices. Teachers learn to apply these strategies that directly influence student performance. READ 180 curriculums continually provide skill and drill reinforcement through exercises and tests. Students receive automatic feedback enabling them to understand their mistakes. This type of practice will be helpful for local and state exams. Reporting and assessment tools provide teacher and school officials with detailed understanding of student strengths and weaknesses, enabling resources to be diverted to help students in need. The District is moving beyond the pilot stage and will be implementing the READ 180 program, to start in 25% of the school, and continuing to add READ 180 at the remaining schools until every comprehensive school in the District has READ 180 as part of its curriculum.

Benefits from curriculum integration:

- Students will be putting on daily broadcasts similar to the morning news. This provides a vehicle for promoting and education students regarding diversity using visual and verbal explanation of months honoring different racial groups.
- Students needing intervention will perform better in core curriculum areas increasing their test scores and rate of passing the CAHSEE.
- Students will feel confident with use of technology to improve literacy.
- Students will be provided with an optional learning environment to better match the students learning style.
- Students will be given assistance with taking and passing the CAHSEE, ultimately receiving a High School Diploma.

e. Goal 2.0: Improve students technological and information literacy skills needed to succeed in the classroom and the work place.

Objective	Benchmarks		
	2009	2010	2011
2.1. By June of 2011, 95% of the students will be proficient technology users. Currently more than 60% of the students are proficient in technology. This can be monitored through the Single School Plan for Student Achievement (LEAP) and through EdTechProfile.	70%	85%	95%
2.2. By June of 2011, 80% of the students will produce a research project which will meet the standard (rubric) for written composition and demonstrate information literacy.	50%	70%	80%

Implementation Plan:

Technology skills are currently taught by engaging all students in a variety of project activities through computer labs such as Cisco Academy, Project Lead the Way, AutoCAD classes and Microsoft A+ certification. Students also conduct projects involving research in which students identify, locate, and evaluate information secured through the Internet and/or periodical resources contained in the library. The District recognizes the need to align project activity more closely to the grade-level technology and information literacy skills expected of students, and to increase the amount of time students spend using technology. As students create multimedia projects or videos, they will learn and apply the grade-level technology skills

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expected. Teachers will also conduct classroom discussions evaluating information obtained from a variety of sources including the Internet.

Language arts teachers will require students at all grade levels 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.

Benefits from student acquisition of technology and information literacy skills:

- Tools like word processing, spreadsheets, email, Internet, and Web design and video production will help students with their learning while in school and after graduation while they attend college or work in society.
- Students who have an understanding of the core curricular areas will perform better on tests, receive a high school diploma and have a better chance of continuing their education or entering the work force.
- By comprehensive schools working together, the flow of information and student learning will be less disruptive and redundant.

f. Goal 3.0: Ensure that all students learn appropriate and ethical use of technology in the classroom.

Objective	Benchmarks		
	2009	2010	2011
3.1. By June of 2008, 40% of the students' written work will be screened using approved anti-plagiarism software.	10%	25%	40%

Implementation Plan:

Teachers are inquiring about anti-plagiarism software and some have purchased the software for use on students' written works. Every student at the start of the school year will have a class session instructing them on copyright policies, Intellectual property rights, and the appropriate use of the Internet.

Benefits from utilization of technology to ensure appropriate access for students:

- Students will be protected from inappropriate information that is available on the Internet.
- Students are taught that misuse of the Internet or plagiarism is not acceptable.

g. Goal 4.0: Implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators.

Objective	Benchmarks		
	2009	2010	2011
4.1. The library media teacher will hold class sessions instructing students on Internet safety instructing them on how to identify predators and the procedure for reporting misuse of the Internet.	30%	60%	100%

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4.2. Students will be cautioned in teen-studies on the appropriate use of the Internet and the problems which occur when posting personal information on web sites such as myspace.com.	30%	60%	100%
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Implementation Plan:

At the beginning of each school year, students have a class session with the library media teachers on the appropriate use of the internet. Topics covered in this session would include the school's Internet police, appropriate and inappropriate uses of the Internet, copyright laws, Intellectual property rights, and Internet safety. Students which misuse the Internet will have their used of the Internet at school taken away for a period of time.

Benefits from utilization of technology to ensure appropriate access for students:

- Access to the Internet broadens the arena for which students may do research for class assignments.
- Students are taught that misuse of the Internet may result in they loss of Internet privileges at school.
- Students are taught what to do if their privacy has been violated on the Internet.

h. Goal 5.0: Ensure that all students have appropriate access to technology.

Objective	Benchmarks		
	2009	2010	2011
5.1. By June of 2011, 60% of the Special Education students will have the necessary peripherals to use computers while at school.	40%	50%	60%
5.2. By June of 2008, 90% of the students accessing the Web at school will be ensured that only appropriate information will be available. Many of the Special Education students do not have access to the Internet because of their disability.	80%	85%	90%

Implementation Plan:

The plan is to provide all students; including Special Education, G.A.T.E., English Language Learners, etc. have 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. At five school sites, Gifted and Talented Education (G.A.T.E.) students use the computers during the extended day hours. 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 united streaming 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.

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Benefits from utilization of technology to ensure appropriate access for students:

- Access to the Internet broadens the arena for which students may do research for class assignments.
- Students will have access to online research databases from vendors like ABC-CLIO and Thomas Gail.
- Students accessing their data from home will reduce the problem of not being able to load the data onto a USB flash drive.
- All students will have access to technology, especially those who are physically or mentally challenged.
- Students will be protected from inappropriate information that is available on the Internet.

i. Goal 6.0: Utilize technology to make student record keeping and assessment more efficient and support teachers' efforts to meet each student's academic needs.

Objective	Benchmarks		
	2009	2010	2011
6.1. By June of 2011, the assessment data component of SASIXp will be available for all teachers to use to assist in determining their instruction focus	70%	80%	90%
6.2. By June of 2011, 85% of the teachers will use IDMS (Instructional Data Management System) data to track student progress toward meeting state standards.	65%	75%	85%

Implementation Plan:

SASIXp has the ability to allow the district the ability to select and redefine data fields. An example of this is taking a field currently not being used assigning the data field to identify any eight grade student who will not be promoted. The plan is to require these students to attend summer school.

The plan is to establish monthly training sessions where teachers will be taught a working knowledge of specialized programs that will assist student learning. IDMS (Instructional Data Management System) was purchased in 2003-4, and offers a suite of tools tailored for the job of integrating standards to all phases of instruction and assessment. Using online availability of standards as a starting point, IDMS incorporates standards in creating instructional plans, tracking student progress, administering assessments, and producing standards-based report cards. IDMS also has tools for creating custom stationary to notify concerned parties of needed student intervention.

Benefits from utilization of technology to make student record keeping and assessment more efficient and support teachers' efforts to meet each student's academic needs.

- Accurate student information will be available to teachers and administration from anywhere on campus.
- Schools will be able to identifying the At Risk students early and offer additional help.

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j. Goal 7.0: Utilize technology so that teachers and administrators can be more accessible to parents.

Objective	Benchmarks		
	2009	2010	2011
7.1 By June of 2011, 85% of the teachers will use email to communicate with parents.	60%	75%	85%
7.2 By June of 2011, 60% of the teachers will have a WEB site that parents and students can access for class information.	40%	50%	60%

Implementation Plan:

All teachers have access to email and 85% of the parents have email either at home or at work. With the proper training, teachers will 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.

Teachers will have the opportunity to be trained on establishing a Web site. That is the space for their web page and web design tool, dream weaver, will be provided for them. The Web site can be used to better communicate with students and parents as to current homework assignments, reading assignments, and upcoming tests.

Benefits from utilization of technology to make teachers and administrators more accessible to parents.

- Keep communications flowing between students, teachers, and parents.
- Assist staff with another tool for communicating with parents.

k. This table identifies the implementation plan, person responsible and timeline necessary for successful implementation of the Curricular Component of the plan.

Implementation Plan	Responsible Person or Department	Timeline
1.1 – Establish Video production classes in the comprehensive schools	Career Technical Department.	50% of the schools will host their morning announcements using Video from the Video Production class.
1.2 – Identify and train intervention coordinator	Director of Special Programs	All intervention coordinators will start identifies students by Start of the each school year.
2.1 – Engage students in a variety of project using technology.	Teachers	Teachers will assign one technology project to students each semester

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2.2 – Improve student’s use of computers in core curricular areas. And introduce new technology classes.	Director of Curriculum and Instructions, Director of Technology, School administration and teachers.	Start March of 2007 and continue to add classes each semester.
3.1 – Educate students on the appropriate and ethical use of technology.	Library media teacher	At the start of each school year.
4.1 – Educate students on Internet safety.	Library media teacher	At the start of each school year.
4.2 – Educate students on the posting of personal information on the Web.	Teen issues teacher.	During the first class session each quarter..
5.1 – Provide special technology tools for Special Education Students.	Director of Special Education and Director of Technology.	Continually look for new technology that will assist students.
5.2 – Provide Students with safe Web Access to the Internet.	Director of Technology	First Monday of each month.
6.1 – Train staff on using SASIxp	District SASI technician	Third Monday of each month.
6.2 – Renew the annual maintenance and train staff on IDMS software.	Staff Development Personnel	July 2008 to June 2011
7.1 – Encourage teachers to use email when communicate with parents.	Teachers	Check email log every Tuesday.
7.2 – Provide teachers with Web space, dream weaver and training for web design.	District Technology Department	Starting with the 2007-2008 school year and continuing until all interested teachers are trained.

k. Monitoring benchmark and timeline:

This table identifies the monitoring plan necessary for successful implementation of the Curricular Component of the plan. 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.

Implementation Plan	Responsible Person or Department	Timeline
1.1 – Monitor the numbers of school which show morning announcement produced in their video production class.	Principals and District Technology Director	Monthly, stop by and watch the morning announcements.

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1.2 – Monitor the number of students receiving intervention.	Intervention coordinators	Quarterly for Junior High Semester for High School
1.3 – Monitor the improvement in literacy at the schools.	Special Programs Department.	Weekly assess classrooms seeing if some form of literacy is being taught.
2.1 – Monitor how often students are using technology.	School department heads	Semester December, June
2.2 – Monitor student’s use of computers in core curricular areas.	School department heads	Quarterly October, January, April, June
3.1 – Monitor student’s written works.	Teaches	Run written papers though a anti-plagiarism software.
4.1 – Monitor students’ use of the internet.	Teachers	During all class periods where the computers are in use.
5.1 – Monitor existing and new special technology tools for Special Education Students.	Teachers and Department chairs	The third Friday of the Month
5.2 – Monitor the Internet using N2H2 filtering software providing students with safe Web Access to the Internet.	Technology Department	5:00 am daily
6.1 – Monitoring the training of staff on using SASIxp	District SASI technician	Annually at the beginning of each school year
6.2 – Monitor how often the staff is trained on IDMS software.	Staff Development Personnel	July 2008 to June 2011
7.1 – Inquire at faculty meeting how many teachers are using email when communicate with parents.	Department heads and principals.	Second Wednesday of the month.
7.2 – Monitor the rate new teachers design their personal Web site ensuring that all teachers get one done.	Technology Department Principals	Starting with the 2007-2008 school year and continuing until all interested teachers are trained.

Professional Development Component

Goals, Objectives and Benchmarks for using technology to improve teaching and learning.

a. Teachers and administrators throughout the district were surveyed on their personal and professional technology proficiency. The result of the survey indicates that:

- 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.

b. Goal 1.0: Use technology for professional development based on staff needs assessments.

Objective	Benchmarks		
	2009	2010	2011
1.1. By June of 2011, professional development opportunities will raise the Technology levels of proficiency in 90% of the staff.	60%	80%	90%
1.2. By June of 2011, new teachers will be assessed and have gone through a technology orientation.	75%	85%	95%
1.3. By June of 2011, 90% of the ELL staff will have acquired a working knowledge of specialized programs that will assist student learning, for example READ 180.	70%	80%	90%
1.4. By June of 2011, 70% of the staff members will have the opportunity to be trained on establishing a Web site.	50%	60%	70%

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1.5. By June of 2011, 90% of the teachers will have the opportunity to complete Focus on Standards training. This is an ongoing project that was started during the summer of 2001.	50%	70%	90%
1.6. By June of 2011, software and training that will assist 95% of the new or probationary teachers on creating lesson plans that will work with Focus on Standards may be provided.	60%	75%	95%

Implementation Plan:

Each teacher is required to take the technology survey offered by EdTechProfile on an annual basis.

All new staff members spend one day before the start of the semester learning the technology tool used in this district. Throughout the school year, staff members are offered computer courses to increase their technology skills. Those offered include SASIxp, Microsoft Office, Dream Weaver and other discipline specific courses. These usually take place during buy-back or staff development days.

READ 180 was purchased to help educators provide an effective reading program that includes phonemic awareness, phonics, fluency, vocabulary, and text comprehension. READ 180 addresses these fundamental reading components and also helps schools meet other NCLB requirements from providing assessment tools to offering professional development. READ 180 provides teachers and school leaders with the skills they need to implement the latest research-based practices. Teachers learn to apply these strategies that directly influence student performance. READ 180 curriculums continually provide skill and drill reinforcement through exercises and tests. Students receive automatic feedback enabling them to understand their mistakes. This type of practice will be helpful for local and state exams. Reporting and assessment tools provide teacher and school officials with detailed understanding of student strengths and weaknesses, enabling resources to be diverted to help students in need.

Teachers will have the opportunity to be trained on establishing a Web site. As of June, 2007 every teacher has the opportunity to develop a Web site. That is the space for their web page and web design tool, dream weaver, has been provided for them. More training will be available to teachers until all who are interested have their Web site.

Teachers will have the opportunity to complete Focus on Standards training. This is an ongoing project that was started during the summer of 2001. As of June 30, 2007, the two District Trainers have used technology, primarily PowerPoint, the Internet and Word Processing to train 75% of the current teaching staff on integrating Standard-Based Instruction into the Curriculum. All new teachers are required to attend a workshop prior to the start of the school year which covers technology tools and Standard-Based Instruction.

Train teachers on having a working knowledge of specialized programs that will assist student learning. IDMS (Instructional Data Management System) was purchased in 2003-4, and offers a suite of tools tailored for the job of integrating standards to all phases of instruction and assessment. Using online availability of standards as a starting point, IDMS incorporates standards in creating instructional plans, tracking student progress, administering assessments, and producing standards-based report cards. IDMS also has tools for creating custom stationary to notify concerned parties of needed student intervention.

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Benefits from professional development of staff in using classroom management tools:

- Staff will do a better job of using technology in the classroom and in the work place.
- Staff members will have more opportunities to learn technology in a time and place conducive to their busy schedules.
- Teachers will be able to share information and experiences and how to better use technology as a tool the will increase learning.
- New teachers will have the opportunity to see and learn about the technology tools that are used within the District.
- New or probationary teachers will have the support necessary to be successful in the classroom.
- Teachers will have timely information about students' test scores so the teachers can work with students having problems in core curricular areas or who may not pass the CAHSEE.
- Staff will collaborate, sharing ideas on topics such as classroom management and lesson plans.
- Teachers will have more time to spend teaching students.
- Teachers will be schooled in alternative ways to present curriculum to better match the students learning style.
- Teachers will have a better understanding of programs that will assist students needing intervention; will help students perform better in core curriculum areas; will help increase students test scores and rate of passing the CAHSEE.
- Curriculum and student learning will be strengthened through use of Focus on Standards as an invisible, inclusive, and innovative learning tool.

c. This table identifies the implementation plan, person responsible and timeline necessary for successful implementation of the Professional Development Component of the plan.

Implementation Plan	Responsible Person or Department	Timeline
Provide each teacher with time to raise their technology levels of proficiency as indicated by Individualized Technology Learning Plans (ILP).	Staff Development Personnel	On one Buy-back day and three minimum days will be set aside for technology training sessions.

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All new teachers will be assessed and will go through a technology orientation.	Staff Development Personnel; PAR teachers	The second Monday in August.
Train staff in READ 180 a reading software program.	Scholastic, Inc. trainers; or Current teachers teaching READ 180.	A two day session before the start of each semester. August and December
Allow teachers time during the day to establish a Web site.	Technology Department and teachers	Quarterly
Train teachers on Focus on Standards training.	Staff Development Personnel	Quarterly
Train all new or probationary teachers on creating lesson plans that will work with Standards-Based instruction.	PAR (Peer Assistant Review) teachers.	First three days that new teachers report to work in August.

d. Monitoring benchmark and timeline:

This table identifies the monitoring plan necessary for successful implementation of the Professional Development Component of the plan. 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.

Implementation Plan	Responsible Person or Department	Timeline
1.1 – Monitor each teacher’s progress to their technology levels of proficiency as indicated by Individualized Technology Learning Plans (ILP).	Staff Development Personnel.	Review Monthly those teachers working on their ILP.
1.2 – Monitor all new teachers that have gone through the technology orientation and see if they can do basic logon and email memos, etc.	Staff Development Personnel; PAR teachers.	The second Monday in August.
1.3 – Monitor the staff trained in Read 180, a reading software program by attending READ 180 classes periodically.	English department chair; Principal.	Twice during each semester, October and March.
1.4 – Review teacher’s website for content and context.	Department Chairs and Principals.	At each faculty meeting.

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1.5 – Observe teachers in the classroom seeing if they are teaching using the skills learned during Focus on Standards training.	Staff Development Personnel; Principals.	Fourth Thursday of each Month.
1.6 – Observe new teachers in the classroom seeing if they are teaching using the skills learned during Focus on Standards training.	Staff Development Personnel; PAR teachers; Principals.	During the weekly visit.

Infrastructure, Hardware, Technical Support, and Software Component

- a. 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.**

The William S Hart Union High School District has 5,518 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 5,518 computers, 2782 or 50% are in classrooms; 1,769 or 32% are in computer labs; 265 or 5% are in Libraries; and the remaining 702 or 13% are in administration. There is also 5 mobile wireless data cart 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 operation 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, SASIxp server, Administration Center print and file server, student email server, antivirus server, and a variety of test servers.

Each school has a telephone in every classroom, office, library, and multipurpose room. The principal, assistant principles, resource deputy, athletic director nurse, and head custodian all have cell phones with an all call feature for emergency use. The infrastructure is made up of two DS3 data lines that connect each high school with two T1 lines and each junior high school with one T1 line to the Administrative Center. The Administrative Center is connected to the Internet at 15MB per second through an ATM connection to AT&T our Internet Provider. Student and staff are protected from inappropriate information found on the Internet by filtering software provided by N2H2. All emails and information is scanned by the antivirus software 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.

Teachers need to build Web sites that both student and parents may access for information. Students need to use technology to do research on the Internet for class work. Access to the Internet will broadens the arena for which students may do research for class assignments.

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

The schools have a variety of software available to students and faculty: Accelerated math, Carnegie Algebra, 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: SASIxp, 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 computes connected to the Internet through T1 lines.

At this time the infrastructure is adequate to support the goals and objectives necessary to support the activities in the Curriculum and Professional Development Components of the plan. The majority of the printing of information is done by the District Copy Center which every school is connected to via the Intranet. Each computer in the District is connected to the District Copy Center.

In the future the District is planning to add one more DS3 line because of additional schools being built. The intention is to provide high speed access between the school and the District Offices or the Internet. Also, a constant watch is kept on each school monitoring the Internet traffic. One the Internet traffic for any school reaches 85% utilization, another T1 line will be added increasing the bandwidth. Likewise, the bandwidth to the Internet at the Administrative Center, currently at 15Mb, when it reaches 85% utilization, and additional 5MB will be added. All new school's infrastructure is being designed with 1000MB speed between buildings and 100MB to the desktop. Three schools are going through modernization and these schools' infrastructure will be the same as the new schools once completed.

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.

Many teachers have Web sites that both student and parents may access for information. Students use technology daily to do research on the Internet for class work. Access to the Internet broadens the arena for which students may do research for class assignments. Students have access to online research databases from vendors like ABC-CLIO and Thomas Gail.

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c. Goal 1.0: Ensure that computers and printers used by students are technologically state-of-the-art.

Objective	Benchmarks		
	2009	2010	2011
1.1. By June of 2011, replace obsolete equipment at all the schools.	33%	33%	34%
1.2. By June of 2011, purchase 700 new computers maintaining the state recommended ratio of 4.75 computers per student.	235 new PC	235 new PC	230 new PC
1.3. By June 2011, 70% of the current systems will be upgraded to be able to run curricular software and take advantage of network speed.	50%	60%	70%
1.4. By June of 2011, 100% of the teachers will have access to management and student record keeping software that is compatible with state testing data.	50%	75%	100%
1.5. By June 2011, secure 100% of the monitoring tools needed to analyze the backbone and bandwidth of schools and the access to the Internet.	50%	75%	100%
1.6. By June of 2011, 100% of the teachers and students will be able to access their school data from home.	75%	85%	100%
1.7. By June of 2011, 100% of district technicians will attend at least one technical training class per year.	33%	66%	100%

Implementation Plan:

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 computer for each school. The first year the District plans to replace all non Dell computers with new computers. Then each year thereafter, 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 life of a file server is three years, so the plan is to replace all file servers sometime 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.

The District is planning to implement an (Intensive Literacy Program) ILP program for summer school. It is anticipated that each summer up to 800 students will be served by this program. Also each teacher will be trained to use the 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.

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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 a web based remote access system using Citrix Meta frame technology.

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.

Benefits from professional development of staff in using classroom management tools:

- Students are using computers that are capable of running the most current version of software preparing them for college or entering the work force.
- Teachers will be able to technology in the classroom as desired.
- New schools will have the same technological advantages as the rest of the schools in the District.
- A solid campus backbone will assist students when using curriculum specific software or researching information on the Internet.
- Students, teachers and staff will be provided with high speed connection between school and the District or Internet so they are more productive when using technology.
- Schools will be assured that the hardware and software needed to keep technology vibrant is current.
- Provide technologists the tools needed to insure that technology is working properly at all schools and will be able to resolve problems in a timely manner.
- Staff will have tools and the knowledge on how to use the tools to provide parents and students with better feedback. Also provide staff with tools to make their job easier.
- ILP students will have an opportunity to learn using technology.
- Provide students with optional ways of learning in addition to the more traditional manner.
- Provide staff with tools to analyze student test data thus providing counselors with the means to assist students needing intervention in a timelier manner.
- Staff will be able to work on lessons, grades, and projects when it is convenient without having to drive to work.

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- Schools will have sufficient support to maintain their computers, printers and peripherals.
- The technicians will be current with their technology knowledge so that they are better able to support the staff, students, and administration.
- New systems such as the Intranet, online classes, and the World Wide Web will be supported.

d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.

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.

Implementation Plan	Responsible Person or Department	Timeline
1.1 – Monitor each school as to the status of upgrading computers and printers at the schools replacing obsolete equipment.	Director of technology and school computer technicians.	Annually prior to the state mandated CTAP technology survey, early January.
1.2 – Monitor the purchase of 700 new computers maintaining the state recommended ratio of 4.75 computers per student.	Director of technology and school computer technicians	Semi-annually June and January
1.3 – Monitor the bandwidth of the network and increase the school’s bandwidth with it reaches 85% utilization.	System Network Administrator.	The first working day of each month
1.4 – Monitor the teacher training on the IDMS system.	District trainers	Inquire at each Monthly faculty meeting.
1.5 – Monitor the Network backbone using a Network Analyzer	District Systems Administrators	The first working day of each month.
1.6 – Monitor the number of teachers and students seeing if they are able to access their school data from home.	District Systems Administrators	The first working day of each month
1.7 – Monitor each technician insuring that they are taking advantage of course that will aid them in keeping their computer skills current.	Director of Technology	The first working day of each month

Funding / Budget Component

a. List of established and potential funding sources and cost savings, present and future.

The majority of funding will be provided from the General Funds. Additional funding will be provided by the following categorical funds.

Categorical Funds	Categorical Funds	Categorical Funds
Career Technical Grant	Business Partnership	Educational Technology Grant
Drug Free Safe School	EIA/SCE	ELL
ELIL /ILP	Eisenhower ECESA	ESEA/Comp Ed Title I
Gate	Goals 2000	IASA Title VI
Intervention/Remediation	Mentor	PAR
ROP	SASI	Microsoft Settlement
School improvement plan	VEA Carol Perkins	School to Career
Tenth grade counseling	State Text Book Fund	Title VI
Site Block Grant	Safety Grant	Developer Fees
EETT formula grant	E-Rate	Arts & Physical Education

b. Estimate implementation costs for the term of the plan (three years).

Description	Fund	Year 2009	Year 2010	Year 2011
Certificated Personnel Salaries	Categorical Funds	\$440,000	\$440,000	\$440,000
Classified Personnel	General Funds	\$950,000	\$950,000	\$950,000
Employee Benefits	General Funds	\$260,000	\$260,000	\$260,000
Employee Benefits	Categorical Funds	\$123,200	\$123,200	\$123,200
Books and Supplies	General Funds	\$40,000	\$40,000	\$40,000
New Computers	General Funds	\$550,000	\$550,000	\$550,000
New Computers	Categorical Funds	\$250,000	\$250,000	\$250,000
New Printers	General Funds	\$150,000	\$150,000	\$150,000
New Printers	Categorical Funds	\$50,000	\$50,000	\$50,000
Computer and Printer repairs	General Funds	\$50,000	\$50,000	\$50,000
Software maintenance / renewal	General Funds	\$900,000	\$900,000	\$900,000
Telephone Systems	General Funds	\$168,000	\$168,000	\$168,000
Cell Phones	General Funds	\$120,000	\$120,000	\$120,000

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c. Description of the level of ongoing technical support the district will provide.

Each comprehensive school in the district has 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.

d. Description of the district's replacement policy for obsolete equipment.

The District has a policy of replacing all computers that are six years old with new computer 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.

e. Description of the feedback loop used to monitor progress and update funding and budget decisions.

The director of Technology Services sits in on all cabinet and budget meetings. At these meeting budget items are discussed with respect to funding technology at each school and the administrative center. During these meeting 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.

MONITORING AND EVALUATION COMPONENT CRITERIA

- a. **Description of how technology’s impact on student learning and attainment of the district’s curricular goals, as well as classroom and school management, will be evaluated.**

The following section outlines evaluation instruments, data to be collected, schedule for evaluation, and program analysis and modification process for every objective in this plan.

The charts below detail how each objective will be monitored and evaluated through the life of this plan. Modifications to this plan will be made semi-annually as needed, in response to the data collected during the monitoring and evaluation of each component.

Curriculum Component

Benchmark by objective	Schedule	Collection Method	Analysis
1.1. Incorporating video production technologies into its curriculum	June 2008	Sample lesson plans	Monitor the daily video announcement at the schools.
1.2. Identify and train intervention coordinator	Start of the 2007-2008 school year.	Sample of students’ work.	Intervention teachers will share results with classroom teachers
1.3. School wide Literacy	Start of the 2007-2008 school year.	Sample of students’ work.	Teachers will share results with department chairs.
2.1. Engage students in a variety of project using technology.	Assign one technology project to students each semester	Rubric Student project lesson plan	Department head will review with classroom teachers. Plan modification will be reported to Curriculum Council.
2.2. Improve student’s use of computes in core curricular areas. And introduce new technology classes.	Start March of 2007 and continue to add classes each semester.	Rubric Student project lesson plan	Department head will review with classroom teachers. Plan modification will be reported to Curriculum Council.

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3.1 Instill on students that coping others written work and turning it in as their work is wrong and that anti-plagiarism software will check all written papers.	Start August of 2007 and continue until all teachers use the software.	Scan each student's written reports through software.	Teachers will report to department head how effective the anti-plagiarism software is working.
4.1 Teach students that the internet is not always safe and how to identify predators lurking on the Internet.	Start August 2007 and continue each year thereafter.	Teachers will be there to assist students and answer questions about predators.	Teachers will survey student on how well the Internet safety teaching is working.
4.2 Teach students on the consequences of posting personal information on the Web.	Start August 2007 and continue each year thereafter.	Teachers will be there to assist students and answer questions about Internet postings.	Teachers will survey student on how well the Internet safety teaching is working.
5.1. Provide special technology tools for Special Education Students.	Monthly beginning in August.	Count how many special education technologies are being used by students.	Director of Special education will review seeing if the technology plan is being followed and report back to the District Technology Committee.
5.2. Provide Students with safe Web Access to the Internet.	First Monday of each month.	Filtering log	Review the log monthly starting in August. Report back to technology committee
6.1. Train staff on using SASIxp	Third Monday of each month.	SASIxp Log	Review the log monthly starting in August. Report back to the staff development coordinator.
6.2. Renew the annual maintenance and train staff on IDMS software.	July 2007 to June 2011	IDMS Log	Review the log monthly starting in August. Report back to the staff development coordinator.

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7.1. Encourage teachers to use email when communicate with parents.	Check email log every Tuesday.	Email Log	Review the log monthly starting in August. Report back to the each principal those using email to communicate with parents
7.2. Provide teachers with Web space, dream weaver and training for web design.	Starting with the 2007-2008 school year.	Websites	Review teacher's web sites annually and report back to the technology committee.

Professional Development Component

Benchmark by objective	Schedule	Collection Method	Analysis
1.1. Teacher will raise their technology levels of proficiency.	Buy-back day	EdTechProfile	Review the logs from EdTechProfile and report back to the technology committee
1.2. New teachers will go through a technology orientation.	The second Monday in August.	Survey	Report back to the staff development coordinator and the PAR consultant.
1.3. Train staff in READ 180 a reading software program.	August and December	Lesson Plans	Review the lesson plan and report back to Curriculum Council
1.4. Allow teachers time during the day to establish a Web site.	Quarterly	Web site	Review teacher's web sites annually and report back to the technology committee.
1.5. Train teachers on Focus on Standards training.	Quarterly	Sample lesson plans	District trainers will evaluate the results from the teachers' sample lesson plan.
1.6. Train all new or probationary teachers on creating lesson plans that will work with Standards-Based instruction.	First three days that new teachers report to work in August.	Sample lesson plans	District trainers will evaluate the results from the teachers' sample lesson plan.

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Infrastructure, Hardware, Technical Support and Software Component

Benchmark by objective	Schedule	Collection Method	Analysis
1.1. Replace obsolete equipment at all the schools	Annually end of January.	EdTechProfile	Report to the technology committee the results.
1.2. Purchase 700 new computers	Semi-annually June and January	Inventories / Purchase Orders	Report to the technology committee the results.
1.3. Upgraded computers to run curricular software.	The first working day of each month	Inventories / Purchase Orders	Report to the technology committee the results.
1.4. Teachers will have access to management and student record keeping software data.	Inquire at each Monthly faculty meeting.	Survey	Report to the technology committee the result and the district SASIXP coordinator.
1.5. Monitoring the backbone and bandwidth of schools and the access to the Internet.	The first working day of each month.	Monitoring software.	Report to the technology committee the results and to the Director of Technology Services.
1.6. Teachers and students will be able to access their school data from home.	May June prior to summer school.	Monitoring software.	Report to the technology committee the results and to the Director of Technology Services.
1.7. District technicians will attend at least one technical training class per year.	The first working day of each month	Survey	Report to the technology committee the results and to the Director of Technology Services.

b. 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.

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c. Description of how the information obtained through the monitoring and evaluation will be used.

At least three times per year students complete tested based on the district's pacing calendars. 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.

Adult Literacy Component

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 meeting the principal will participate in the technology discussion and provide feedback on how technology is being integrated into adult education.

Research-Based Methods and Strategies Component

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

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

The CEO Forum school technology and readiness report. The power of digital learning: Integrating digital content. (2000). The CEO Forum.
<http://www.ericit.org/fulltext/IR020402.pdf>

This report offers a vision for digital learning and focuses on actions that schools, teachers, students, and parents must take to integrate digital content into the curriculum to create the learning environments that develop 21st century skills. The report presents a vision for digital learning. The power of digital learning is discussed, including the need for digital learning, the power and potential of digital learning, reasons why digital content is essential to digital learning, digital learning environments, digital learning develops 21st century skills, shifting to digital learning environments, models from the business community, readjustment (expanding the scope of technology integration), the critical importance of professional development, and integrating digital content.

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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 school has identified educational goals and linked technology resources to those objectives; established student outcomes and performance standards that will be achieved by the inclusion of technological resources; and determined a process for measurement and evaluation of the outcomes and a process to modify the plan accordingly.

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.

Designs for learning: An introduction to high quality professional development for teachers. (1997). The California Department of Education.
<http://www.cde.ca.gov/pd/pdf/designsintro.pdf>

This document provides the framework for designing high quality professional development. It is based on three guiding principles: (1) High quality professional development helps teachers to more ably address the learning needs of every student, thereby improving the learning of all students; (2) High quality professional development designs will vary in accordance with the different phases of a teacher's development; and (3) Administrators who are actively involved in their own learning are better able to create and support conditions that result in high levels of teacher competency and students achievement.

How the research has been and will be used: The research may be dated, but what it says still hold true today. William S. Hart Union High School District has designed a professional development program consistent with the recommendations made in this document. The

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professional development programs address the needs of professionals at their respective levels. The training of administrators is also addressed in the plan. All professional development activities will be monitored, evaluated and modified, as described in the plan.

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.

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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.

William S. Hart Union High School District Technology Plan

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.

b. 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,

William S. Hart Union High School District Technology Plan

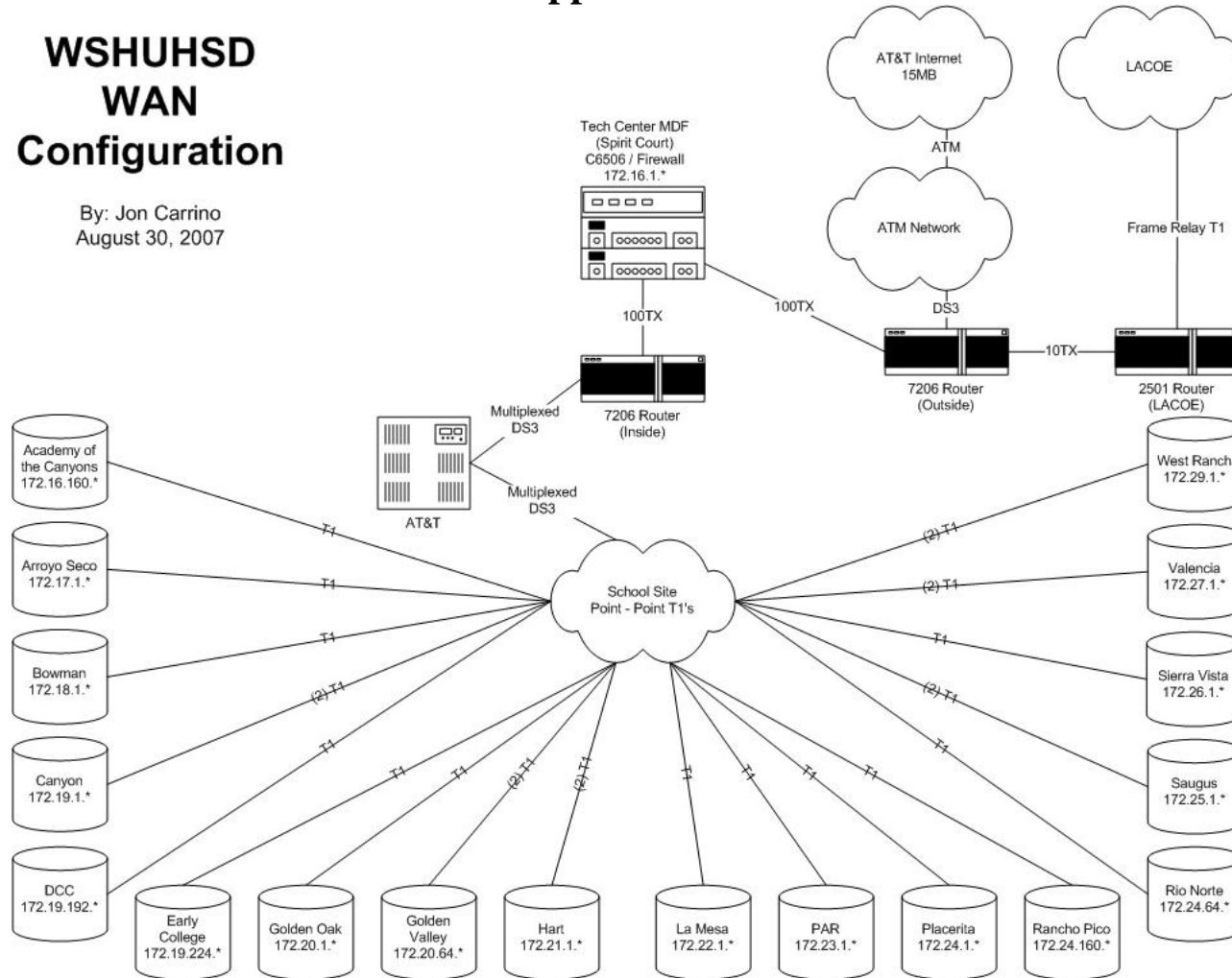
and will follow the “assess, align, instruct, and evaluate” model to target instructional activities based on students’ needs.

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 A:

WSHUHSD WAN Configuration

By: Jon Carrino
August 30, 2007



Appendix C – Criteria for EETT Funded Technology Plans

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

- For corresponding EETT Requirements, see the EETT Technology Plan Requirement (Appendix D).
- If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) in the technology plan.
- 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 new plan, can include technology plan development in the first year).	Page 1	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	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.	Pages 1 & 2	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.

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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.	Pages 3 & 4	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 4	The plan describes the typical frequency and type of use (technology skills/information 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.	Pages 4 & 5	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 5 & 6	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.
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.	Pages 6 & 7	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	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.

William S. Hart Union High School District Technology Plan

	Page in Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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 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 (AB 307: Optional in 2007-08, required July 1, 2008).	Page 7	The plan describes or delineates clear goals outlining how students 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 (as stated in AB 307).	The plan suggests that students 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.
g. 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: Optional in 2007-08, required July 1, 2008)	Pages 7 & 8	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	Pages 8 & 9	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.	The plan does not describe policies or goals that result in equitable technology access for all students.
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.	Page 9	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	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.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home	Page 10	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish

Formatted Table

William S. Hart Union High School District Technology Plan

and school.		two-way communication between home and school.	the goals.
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.	Pages 10 to 12	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

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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 13	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 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 district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.	Pages 13 to 15	The plan delineates clear goal(s), measurable objective(s), 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 through 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.	Pages 15 & 16	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.

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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 18	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 19	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 for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in section 5b.	Pages 20 to 22	The annual benchmarks 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 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 the annual benchmarks 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.

William S. Hart Union High School District Technology Plan

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.
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.	Pages 25 to 28	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 28	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.

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<p>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>Page 29</p>	<p>The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.</p>
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<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>			
	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. 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.)</p>	<p>Page 30</p>	<p>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.</p>	<p>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.</p>

<p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>			
	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Not Adequately Addressed</p>
<p>c. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</p>	<p>Pages 31 to 35</p>	<p>The plan describes the relevant research behind the plan's design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.</p>
<p>d. 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>Pages 35 & 36</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>

Appendix I – Education Technology Plan Benchmark Review

For the grant period ending June 30, 2008

CDS # 19-65136

District Name: William S. Hart Union High School District

The *No Child Left Behind Act* requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this completed document in your revised technology plan and send the signed hard copy to your regional California Technology Assistance Project (CTAP) office or the California Department of Education (CDE).

1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (Provide descriptive narrative in 1-3 paragraphs).

Objective 1.1 By June of 2007, 70% of the teachers will incorporate technology into Standards Based lessons at least four times per year. As of June 30, 2007, the two District Trainers have used technology, primarily PowerPoint, the Internet and Word Processing to train 70% of the current teaching staff on integrating Standard-Based Instruction into the Curriculum. An ongoing effort is being made to train the remaining teaching staff.

Objective 1.2 By June of 2007, technology will be used to identify students needing intervention in core curriculum areas over the course of their secondary education. As of June 30, 2007, the district has hired four additional intervention coordinators who use SASIxp and IDMS (Instructional Data Management System) to identify which student are in need of intervention. The amount of students who need intervention is going up because of the better selection criteria. Now an effort is being made to address the needs of these students to reduce the number needing intervention.

Objective 1.3 By June of 2007, ten additional online/distance learning courses will be added to the curriculum. As of June 30, 2007, the online/distance learning program has been dropped from curriculum because of the difficulty accounting for average daily attendance.

William S. Hart Union High School District Technology Plan

2. **Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (Provide descriptive narrative in 1-3 paragraphs)**

Objective 1.1 By June of 2007, professional development opportunities will raise the Technology levels of proficiency in 80% of the staff. Each teacher is required to take the technology survey offered by EdTechProfile on an annual basis. This is an ongoing program. The District has 50 new teachers each year and an effort is made to have them complete the technology survey.

Objective 1.2 By June of 2007, new teachers will be assessed and have gone through a technology orientation. All new staff members spend one day before the start of the semester learning the technology tool used in this district. Throughout the school year, staff members are offered computer courses to increase their technology skills. Those offered include SASIxp, Microsoft Office, Dream Weaver and other discipline specific courses. These usually take place during buy-back or staff development days.

Objective 1.3 By June of 2007, 20 new teachers will have been trained in teaching courses online. The online program has been discontinued, so there was no training being offered in this area.

Objective 1.4 By June of 2007, 90% of the ELL staff will have acquired a working knowledge of specialized programs that will assist student learning, for example Read 180. READ 180 was purchased as a pilot program to help educators provide an effective reading program that includes phonemic awareness, phonics, fluency, vocabulary, and text comprehension. READ 180 addresses these fundamental reading components and also helps schools meet other NCLB requirements from providing assessment tools to offering professional development.

READ 180 provides teachers and school leaders with the skills they need to implement the latest research-based practices. Teachers learn to apply these strategies that directly influence student performance. READ 180 curriculums continually provide skill and drill reinforcement through exercises and tests. Students receive automatic feedback enabling them to understand their mistakes. This type of practice will be helpful for local and state exams. Reporting and assessment tools provide teacher and school officials with detailed understanding of student strengths and weaknesses, enabling resources to be diverted to help students in need.

William S. Hart Union High School District Technology Plan

Objective 1.5 By June of 2007, 60% of the staff members will have the opportunity to be trained on establishing a Web site. Teachers will have the opportunity to be trained on establishing a Web site. As of June, 2007 every teacher has the opportunity to develop a Web site. That is the space for their web page and web design tool, dream weaver, has been provided for them. More training will be available to teachers until all who are interested have their Web site.

Objective 1.6 By June of 2007, 70% of the teachers will have the opportunity to complete Focus on Standards training. This is an ongoing project that was started during the summer of 2001. Teachers will have the opportunity to complete Focus on Standards training. As of June 30, 2007, the two District Trainers have used technology, primarily PowerPoint, the Internet and Word Processing to train 70% of the current teaching staff on integrating Standard-Based Instruction into the Curriculum. All new teachers are required to attend a workshop prior to the start of the school year which covers technology tools and Standard-Based Instruction.

Objective 1.7 By June of 2007, 25% of the teachers at the pilot school will have the opportunity to be trained on ParentLink®. The District purchased ParentLink® which involves families in their student's education by two way communication between parents and teachers to improve the educational experience. The District discovered during the pilot program that only a hand full of parents was interested in the program. There is a not plan to roll ParentLink® out to all schools at this time.

Objective 1.8 By June of 2007, software and training that will assist 75% of the new or probationary teachers on creating lesson plans that will work with Focus on Standards may be provided. New teachers will have an on having working knowledge of specialized programs that will assist student learning. IDMS (Instructional Data Management System) was purchased in 2003-4, and offers a suite of tools tailored for the job of integrating standards to all phases of instruction and assessment. Using online availability of standards as a starting point, IDMS incorporates standards in creating instructional plans, tracking student progress, administering assessments, and producing standards-based report cards. IDMS also has tools for creating custom stationary to notify concerned parties of needed student intervention.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Dr. Daniel McHorney
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Director of Technology Services
TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE

DATE

Appendix J – Technology Plan Contact Information

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 School District

*Salutation: Dr.

*First Name: Daniel _____

*Last Name: McHorney _____

*Job Title: Director of Technology Services _____

*Address: 26308 Spirit Court _____

*City: Santa Clarita, CA _____

*Zip Code: 91350 _____

*Telephone: (661) 753-5740 Ext:395 _____

Fax: 661-259-3923 _____

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Please provide backup contact information.

1st Backup Name: Jon Carrino _____

1st Backup E-Mail: jcarrino@hartdistrict.org _____

2nd Backup Name: Brian Sunde _____

2nd Backup E-Mail: bsunde@hartdistrict.org _____

*Required information in the ETPRS