

# Technology Plan

William S. Hart Union High

July 1, 2014 - June 30, 2017

This plan is for EETT.

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## Background and Demographic Profile

The William S. Hart Union High School District is located in the Santa Clarita Valley in the northern part of Los Angeles County and serves 7th through 12th grades with an annual budget of nearly \$180 million. Nearly 23,000 students are enrolled in the district's six comprehensive high schools, a continuation school, middle college high school, independent study school, a home school support program, six junior high schools, an adult school and a Regional Occupational Program.

Hart High School, Sierra Vista Junior High School and Rancho Pico Junior High School were named California Distinguished Schools in 2013 and Golden Valley High School and Arroyo Seco Junior High School have received the honor in prior years. Arroyo Seco Junior High School received the designation of National Blue Ribbon School of Excellence while Bowman High School has been named a California Model Continuation School consistently since 2001. Hart High School was designated as an Exemplary Arts Program as part of the Distinguished School review by the California Department of Education in 2013. The Hart School District has also won the coveted Golden Bell Award for its diversity awareness and anti-bullying programs, its summer Intensive Literacy Program, its exemplary physical education program at Sierra Vista Junior High and in October 2013 for the drug and alcohol education and prevention program. Newsweek recognized Hart, West Ranch and Valencia High Schools in the top 1,000 schools in the country of more than 30,000 schools; U.S. News recognized Hart, West Ranch, Saugus, Valencia and Canyon High Schools in the top 1,000 based on their criteria in their annual Best High Schools in America report; U.S. News also recognized Academy of the Canyons and Learning Post in the top tier of alternative schools and The Washington Post recognized Hart, West Ranch and Valencia High Schools in the top 1,000 schools based on their criteria. These national recognitions were announced in spring of 2013. The Hart School District boasts more than 90% of students going on to pursue a post-secondary education opportunities. The District's dropout rate is less than 3%. Students receive more than \$25 million in academic scholarships each year from colleges and universities throughout the country.

The Hart School District Academic Performance Index score and fitness scores consistently rank in the top tier of districts of its size in Los Angeles County and the State of California.

Extra-curricular programs including athletics and performing arts are available on all campuses and are regionally, state and nationally recognized as award-winning and provide exceptional opportunities for students beyond the classroom. Athletic teams in the Hart School District have earned multiple CIF and State championships. Numerous students have earned Division I scholarships and several student athletes have gone on to successful professional athletic careers.

The Hart School District has a commitment to providing students with the necessary training and skills to be successful in the world of work. More than 90% of Hart District graduates go on to post-secondary education, enrolling in a four-year college or university or a two-year community college, including career technical programs.

**1. Plan Duration**

**July 1, 2014 - June 30, 2017**

## 2. Stakeholders

Stakeholders		
Name	Position	CDS
Dr. Daniel McHorney	District Administrator	Los Angeles William S. Hart Union High
Vicki Engbrecht	District Administrator	Los Angeles William S. Hart Union High
Steve Sturgeon	School Board Member	Los Angeles William S. Hart Union High
Joe Messina	School Board Member	Los Angeles William S. Hart Union High
Dave LeBarron	District Administrator	Los Angeles William S. Hart Union High
Erin Lillibridge	District Administrator	Los Angeles William S. Hart Union High
Jill Shenberger	District Administrator	Los Angeles William S. Hart Union High
Kathy Hunter	District Administrator	Los Angeles William S. Hart Union High
Sharon Amrhein	District Administrator	Los Angeles William S. Hart Union High
John Ahart	Classroom Teacher	Los Angeles William S. Hart Union High William S. Hart High
Jayne Allsman	Classroom Teacher	Los Angeles William S. Hart Union High Placerita Junior High
Dr. Mike Vierra	District Administrator	Los Angeles William S. Hart Union High
Jon Carrino	District Administrator	Los Angeles William S. Hart Union High
Matt Hinze	Classroom Teacher	Los Angeles William S. Hart Union High Saugus High
Edward Carr	Classroom Teacher	Los Angeles William S. Hart Union High Placerita Junior High
Jennifer Rogers	Classroom Teacher	Los Angeles William S. Hart Union High La Mesa Junior High

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

The Committee consists of a variety of stakeholders including curriculum and information technology staff, site administrators and teachers.

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

### 3. Curriculum

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

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

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

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

Most recently, technology is used for collecting results of local benchmark assessments in the content areas via DATAWISE by Measure Progress. Results are directly related to specific



standards. Results are scanned and teachers can view aggregated and disaggregated results and can drill down to the student level by standard. This allows teachers to work collaboratively to improve instruction and to provide intervention opportunities for students.

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

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

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

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

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

All curricula are chosen on the basis of alignment to Common Core State Standards (CCSS), which outline what students should know and what they should be able to do in reading and mathematics from kindergarten through the 12th grade. Common Core promotes the knowledge and skills necessary for competitive colleges and careers, is benchmarked to the standards of the world's top-performing countries and marks the first time that states have shared a common set of expectations for the nation's students.. The following are several District and school documents that cite curricular or academic goals:

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

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 the 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.

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

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

**Goal 3d.1: Narrow the achievement gap in literacy and math between high and low performing subgroups.**

Objective 3d.1.1: Implement an intense technology rich summer remedial program for junior high school students who fail to meet standards in English and/or math.

Benchmarks:

- Year 1: Implement a summer program at La Mesa, Placerita and Sierra Vista Junior High Schools
- Year 2: Add a summer program at Arroyo Seco Junior High School
- Year 3: Add a summer program at Rio Norte and Rancho Pico Junior High Schools

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Provide to teachers and students a wireless electronic device that will allow teachers and student internet access to technology rich curriculum. Teachers will be able to work individually or with a small group of student in literacy and math increasing the student's knowledge of the subject.	A summer school session for two weeks during the month of June, after the regular school year ends and before the start of the summer session in July.	Site Administrators and Teachers	Monitor the progress of the students by administering a pretest and a post-test on the subjects being taught.	Pretest and post-test administered to the students.

**Goal 3d.2: Provide a robust intervention program for incoming 9th grade students who failed to promote from the 8th grade.**

Objective 3d.2.1: Additional staffing to support reduces class size for the Golden Opportunity for Academic Learning and Success (GOALS) program at Golden Valley High School.

Benchmarks:

- Year 1: Increase staff and sections to accommodate GOALS at Golden Valley High School
- Year 2: Increase staff and sections for the GOALS program at Golden Valley, Hart and Canyon High Schools
- Year 3: Increase staff and sections for the GOALS program at Golden Valley, Hart and Canyon High Schools with another additional staff bringing the number staff to two at each site.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Identify by testing the incoming students from junior high school for deficiency in literacy and/or math and place them in the GOALS program.	At the beginning of each school year.	Site administrators and teachers.	Monitor the number of students in the GOALS program ensuring that the class size remains manageable and that student are improving.	Subject matter testing instruments administrated by the teacher.

**Goal 3d.3: Provide release time for training of teachers in reading strategies.**

Objective 3d.3.1: Improve junior high literacy by using technology

Benchmarks:

- Year 1: Increase 7th grade literacy level by 50% of baseline
- Year 2: Increase 8th grade literacy by 25% of baseline and increase 7th grade literacy level by 50%
- Year 3: Increase overall school literacy level by 80% of baseline

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will learn how to use technology to increase literacy in junior high school during this time away from the classroom.	Monthly teachers will be offered release time from the classroom to receive additional instruction on how to increase literacy.	Director of Professional Development and site level professional development coaches.	Monitor the improvement in literacy at the schools.	Weekly assess classrooms seeing if some form of literacy is being taught.

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

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

Objective 3e.1.1: Increase student's access to technology for use in the classroom and at home.

Benchmarks:

- Year 1: Provide each 7th and 10th grade student with a mobile device. These devices will remain with the student for three years at which point the student will have graduated from the District or will receive a new mobile device in the 10th grade.
- Year 2: Provide each 7th and 10th grade student with a mobile device. These devices will remain with the student for three years at which point the student will have graduated from the District or will receive a new mobile device in the 10th grade.
- Year 3: Provide each 7th and 10th grade student with a mobile device. These devices will remain with the student for three years at which point the student will have graduated from the District or will receive a new mobile device in the 10th grade.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Provide students with a mobile device that is capable of retrieving data from the cloud (Internet), viewing video clips with the accompanying audio, and reading e-textbooks, in the classroom or at home.	During the first week of school for new and returning students or anytime for transfer students into the district, assign mobile computer devices.	District technology department, site level technology technician and the library media teacher.	Each student receiving a mobile electronic device will be given instruction on the appropriate use of the device.	A student signed document that the student understand the appropriate uses and care of the electronic computer device.

**Goal 3e.2: Increase the number of students prepared for college and/or career**

Objective 3e.2.1: Increase the number of students taking third year of math and science courses.

Benchmarks:

- Year 1: Revise Board Policy to stipulate 3rd year of math and science as a graduation requirement.
- Year 2: Add math and science sections to allow more students to take 3rd year math and science
- Year 3: Add math and science sections to allow more students to take 3rd year math and science

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide each student with a mobile electronic device and software tools needed as they take the additional math and science classes to prepare them for college and/or a career after graduation.	Encourage the additional courses when the student are filling out their class schedule for the coming semester.	Student, School counselor and parents	School counselors will monitor students helping them select the appropriate courses.	A report showing how many students are taking a third year of math and science.

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

**Goal 3f.1: Students' written work will be screened using approved anti-plagiarism software.**

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

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

**Goal 3g.1: The Teacher Librarian will hold class sessions instructing staff and students on Internet safety instructing them on how to identify predators and the procedure for reporting misuse of the Internet. Staff will be trained prior to the start of school during the teacher planning sessions.**

**Goal 3g.2: Students will be cautioned in English and/or History classes on the appropriate use of the Internet and the problems which occur when posting personal information on web sites such as Facebook.**

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Prior to the start of school, all teachers will be instructed in the appropriate use of the Internet.	During the staff development days prior to the start of the new school year.	Teacher Librarian, department heads	Monthly by site administrators.	Visual observation by administration during teacher observation.
At the beginning of each school year, students have a class session with the Teacher Librarian on the appropriate use of the internet. Topics covered in this session would include the school's Internet policy, appropriate and inappropriate uses of the Internet, copyright laws, Intellectual property rights, and Internet safety. Students who misuse the Internet will have their use of the Internet at school taken away for a period of time.	At the start of each school year.	Teacher Librarian	During all class periods where the computers are in use.	Visual observation of what the students are seeing on the computer screen
Educate students on the posting of personal information on the Web.	During the first class session each quarter.	English and/or History teacher.	During all class periods where the computers are in use.	Physically monitor students' use of the internet.

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

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

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

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

Objective 3i.1.1: The assessment data component of Infinite Campus will be available for all teachers to use to assist in determining their instruction focus. The data component is continually being updated with student test results as they are made available.

Benchmarks:

- Year 1: The state is adopting Common Core State Standards so Infinite Campus will be changes to accept the new assessment data as it becomes available.
- Year 2: The state is adopting Common Core State Standards so Infinite Campus will be changes to accept the new assessment data as it becomes available.
- Year 3: The state is adopting Common Core State Standards so Infinite Campus will be changes to accept the new assessment data as it becomes available.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument



Update Infinite campus with the latest student assessment information resulting from the computerized testing as outlined in CCSS	As the data is available from the state	District Infinite Campus technician	Monitor assessment data ensuring that it has been received from the appropriate party and loaded into the system.	Accurate student assessment information will be available to teachers and administration.
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**Goal 3i.2: Use DATAWISE to track student progress toward meeting state standards.**

Objective 3i.2.1: Teachers will use DATAWISE to track student progress toward meeting state standards.

Benchmarks:

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

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Establish monthly training sessions where teachers will be taught a working knowledge of specialized programs that will assist student learning. DATAWISE 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, DATAWISE incorporates standards in creating instructional plans, tracking student progress, administering assessments, and producing standards-based report cards. DATAWISE also has tools for creating custom stationary to notify concerned parties of needed student intervention.	July 2014 to June 2017	Staff Development Personnel	Teachers are effectively able to use DATAWISE to monitor student improvement in the classroom.	Teachers will be able to identify the At Risk students early and offer additional help.

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

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

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

Benchmarks:

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

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
All teachers have access to email and 85% of the parents have email either at home or at work. Train teachers to see the advantages of communicating with parents through email. No missed phone calls, the ability to communicate with parents during the day, and having a written record of all conversations.	Check email log every Tuesday.	Teachers	Inquire at faculty meeting how many teachers are using email when communicating with parents.	Second Wednesday of the month.

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

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

Benchmarks:

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

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

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
When creating lesson plans for student do not hide the lesson from the parents.	Whenever lesson plans are created.	Teachers	Run weekly reports of how many parents or students have logged onto the portal.	Positive response from parents

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

3d. The process for monitoring technology to narrow the achievement gap in literacy and math between high and low performing students will be done by site administrators and teachers monitoring the progress of the students by administering a pretest and a post-test on the subjects being taught.

The process for providing a robust intervention program for incoming 9th grade students who failed to promote from the 8th grade is the responsibility of the site administrators and teachers by monitor the number of students in the GOALS program ensuring that the class size remains manageable and that student are improving.

3e. The process for monitoring the technology skills and information literacy skills needed to succeed in the classroom and the workplace will be the responsibility of the district technology department, site level technology technicians, and the library media teacher for each student receiving a mobile device and will be given instruction on the appropriate use of the device.

The process of assigning additional math and science courses is the responsibility of the student, parent and school counselor and the school counselors will monitor students helping them select the appropriate courses.

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

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

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

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

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

## 4. Professional Development

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

- 85 percent of teachers use technology to create instructional material.
- 90 percent of teachers use technology to deliver classroom instruction.
- 100 percent of teachers use technology to record student information.
- 95 percent of teachers use technology to communicate with colleagues.
- 75 percent of teachers use technology to communicate with students at home.
- 87 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.
- 100 percent of administrators use technology as a tool in school financial and personal management.
- 98 percent of administrators use technology to analyze and monitor student achievement data.
- 89 percent of administrators use technology to assist with instructional leadership.
- 91 percent of administrators use technology to monitor the professional development needs of their staff.
- 100 percent of administrators use technology to communicate with parents via email.
- 100 percent of administrators use technology to communicate with the district office or other sites via email.

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

#### **Goal 4b.1: Implementation of Common Core State Standards as adopted by the State Board of Education..**

Objective 4b.1.1: Implement Common Core State Standards into classrooms for all students including English as a second language and special education students.

Benchmarks:

- Year 1: Awareness/Transition phase
- Year 2: Transition to Implementation phase
- Year 3: 100% implementation of the Common Core State Standards

### **Implementation Plan**

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train the site level professional development coaches on the new Common Core State Standards and provide collaboration time with teachers and technology to implement the new standards to students.	Ongoing process of teacher collaboration	Staff Development Personnel.	Monitor each teacher's progress to their technology levels of common core proficiency.	Staff will do a better job of using technology in the classroom and in the work place.

**Goal 4b.2: Ensure all teachers are appropriately credentialed and assigned**

Objective 4b.2.1: Provide release time for training teachers in common core and technology related subjects.

Benchmarks:

- Year 1: 70 percent of teachers will have additional time to learn how to use software in the classroom to assist students.
- Year 2: 80 percent of teachers will have additional time to learn how to use software in the classroom to assist students.
- Year 3: 90 percent of teachers will have additional time to learn how to use software in the classroom to assist students.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide teachers with out of classroom release time to learn about how technology can be incorporated into the classroom.	Monthly attend a training session in person or via the internet.	Professional Development and Technology departments	Monitor the staff training sessions ensuring that all who wants to participates are able.	Visit classrooms twice during each semester, October and March observing how technology is being used in the classroom.

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

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

at each school site or at a central location and additional training will be given to teachers through out of classroom release time.

## 5. Infrastructure, Hardware, Technical Support, and Software

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

**Existing Hardware:** The William S Hart Union High School District has 10,107 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 10,107 computers, 2,540 or 25% are in classrooms; 2,141 or 21% are in computer labs; 318 or 4% are in Libraries; 504 or 5% are in mobile laptop carts, 3,663 or 36% are Netbooks in the classrooms, 282 or 3% are Tablets and are in the classroom and the remaining 659 or 6% are in administration. There are also 115 mobile data carts with laptops, Netbooks and Tablets spread throughout the district for student and faculty use. The District has two Novell file servers at each comprehensive school, one for administration, one for student work, and three Microsoft Window application servers. There are 23 file servers at the Administration Center operating on both Novell and Microsoft operating systems. These servers are used for the following applications: Internet filtering server, Document imaging server, construction server for modernization, Energy management server, Web server, email server, DNS server, Citrix server, maintenance software tracking server, Infinite Campus server, Administration Center print and file server, student email server, antivirus server, and a variety of test servers.

**Existing Internet Access:** The infrastructure is a fiber backbone between the schools and the Administrative Center. Each comprehensive high school is connected to the Administrative Center at 100MB speed; each Junior High School and Alternative school is connected to the Administrative Center at 60MB speed. The Administrative Center is connected to the Internet at 1GB per second through a point to point connection to Time Warner, our Internet Provider. Students and staff are protected from inappropriate information found on the Internet by filtering software provided by Trustwave Smart Filter. All emails and information are scanned by the antivirus and anti-spam software protecting the information. All file servers are backed up daily and the backup tapes are taken off site weekly, monthly, and annually.

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



## Existing Technical Support:

There are 16 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 half time classified computer technician and a full time certificated teacher who takes care of the technology needs of students and staff at their site. Each alternative school has a classified computer technician who takes care of the technology needs of students and staff at their site one day each week. There is a classified telecommunication technician who maintains the phone, fire, clocks and paging systems for the schools. Also there are four database administrators and one supervisor of technology whose responsibilities include all support for all district wide hardware and software, as well as developing standards to be used throughout the District.

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

**Hardware Needed:** The district needs to purchase 2,454 new computers to replace old outdated computers. The District plans to survey each school for any computer that is over five years old. With the information from the survey, establish a schedule to purchase replacement computers for each school. The first year the District plans to replace all non Dell computers with new computers. Then each year thereafter, the district will replace the older models with new computers until all District computers are less than five years old.

The District plans to provide teachers with a mobile device that is capable of remotely transmitting student instruction from their mobile device to a central monitoring device in the classroom and provide students with a mobile device that is capable of retrieving data from the cloud (Internet), viewing video clips with the accompanying audio, and reading e-textbooks, in the classroom or at home.

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

**Electronic Learning Resources Needed:** Once the State and District budget improves, the District needs to narrow the achievement gap in literary and math between high and low performing students by implementing an intensive technology rich summer remedial program for junior high school students. It is anticipated that each summer up to 600 students will be served by this program. In addition, each teacher will be trained to use Datewise which offers a suite of tools tailored for the job of integrating standards to all phases of instruction and assessment. Finally, all teachers have access to a computer in their classroom whenever they are on campus, before during or after school. This is also true for administrators.

**Networking and Telecommunications Infrastructure Needed:** The district needs to increase the size of its pipe to the Internet from 1GB to 2GB. Also increase the size of its pipe between the schools to 200MB so with the implementation of a 1:1 program, there is sufficient bandwidth available for all students and staff. The network system is functioning 24 hours a day 7 days a week. Students and staff members also have access to a computer in the library or a computer lab usually 30 to 45 minutes before school starts and to a computer one or more hours after the school day ends. Teachers and administrators have access from home to their school data 24 hours a day seven days a week through Infinite Campus, a web based Student Information System.

**Physical Plant Modifications Needed:** The technology department is planning to retire 75% of the file servers when the new Virtual Server farm is implemented. This means a reduction of 93 file servers down to 20 file servers. The District Technology Department is planning on increasing the speed of the Fiber backbone between the schools and the district office to 200MB and the District Office and the Internet to 2GB.

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

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

<b>Year 1 Benchmark:</b> Install 1,200 new computers at the schools; provide mobile devices to 500 teachers for use in the classroom, start the process of moving file servers to a virtual environment, and implement an intensive technology rich summer remedial program.		
<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Purchase and install 1,200 new computers at the schools; purchase and provide mobile devices to 500 teachers for use in the classroom, and start the process of moving file servers to a virtual environment and implement an intensive technology rich summer remedial program at La Mesa, Sierra Vista and Placerita Junior High Schools.	During the summer months, June, July and August	Director of technology and school computer technicians, site administrators and teachers.

<b>Year 2 Benchmark:</b> Install 1,200 new computers at the schools. Continue the process of equipping teachers with wireless mobile devices for the classroom, and continue the server virtualization process and continue the summer program at the three junior high schools and add the remedial program at Arroyo Seco Junior High School. Provide wireless devices to the first group of students starting the 1:1 process.		
<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Purchase and install 1,200 new computers at the schools; purchase and provide mobile devices to 500 teachers for use in the classroom, and start the process of moving file servers to a virtual environment and continue the remedial program at the previous three junior high schools and add the remedial program at Arroyo Seco Junior High School. Purchase and install 7500 new wireless devices in the district for students.	During the summer months, June, July and August	Director of technology and school computer technicians, site administrators and teachers.

<b>Year 3 Benchmark:</b> Install 1,200 new computers at the schools. Continue the process of equipping teachers with wireless mobile devices for the classroom, and continue the server virtualization process and continue the summer program at the four junior high schools and add the remedial program at Rio Norte and Rancho Pico Junior High Schools. Provide wireless devices to the next group of students continuing the 1:1 process.		
<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>

Purchase and install 1,200 new computers at the schools; purchase and provide mobile devices to 500 teachers for use in the classroom, and start the process of moving file servers to a virtual environment and continue the remedial program at the previous four junior high schools and add the remedial program at Rio Norte and Rancho Pico Junior High Schools. Purchase and install 7500 new wireless devices in the district for students.	During the summer months, June, July and August	Director of technology and school computer technicians, site administrators and teachers.
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5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

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

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

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

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

Monthly, the Director of Special Programs will monitor the teacher's use of technology in the classroom and provide additional professional development as needed.

Monthly, the Director of Technology Services will monitor the student's use of technology in the classroom and offer assistance where needed.

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

## 6. Funding and Budget

6a. List of established and potential funding sources.

**Established Funding Sources:** With the change of the funding laws in California, all of the funding will come from LCAP, Local Control Accountability Plan.

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

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
<b>1000-1999 Certificated Salaries</b>				
Technology Teachers Coaches	\$440,000	\$440,000	\$440,000	General Fund
<b>2000-2999 Classified Salaries</b>				
Computer Technicians	\$950,000	\$950,000	\$950,000	General Fund
<b>3000-3999 Employee Benefits</b>				
Administrative Overhead, PERS, STRS, Vacation, Sick benefits	\$383,000	\$383,000	\$383,000	General Fund
<b>4000-4999 Materials and Supplies</b>				
Books and Supplies	\$40,000	\$40,000	\$40,000	General Fund
<b>5000-5999 Other Services and Operating Expenses</b>				
Software maintenance and renewal	\$900,000	\$900,000	\$900,000	General Fund
<b>6000-6999 Equipment</b>				
New Computers	\$1,000,000	\$1,000,000	\$1,000,000	General Funds

Teachers wireless tablets	\$450,000	\$315,000	\$315,000	General Fund
Students 1:1 wireless devices	\$0	\$3,750,000	\$3,750,000	General Fund / LCAP
Totals:	\$4,163,000	\$7,778,000	\$7,778,000	

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

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

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

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

## 7. Monitoring and Evaluation

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

Incorporate a wireless electronic device that will allow teachers and student internet access to technology rich curriculum. Teachers will be able to work individually or with a small group of student in literacy and math increasing the student's knowledge of the subject.

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

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

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

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

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

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

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

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

## 8. Collaborative Strategies with Adult Literacy Providers

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

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

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



## 9. Effective, Researched-Based Methods and Strategies

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

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

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

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

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

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

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

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

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

District Administration November/December 2009

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

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

The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 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 2014-2017 Technology Plan, and will report results annually to the Superintendent, the board, and the public through quarterly/annual meetings. Throughout the plan, attention is paid to providing equitable access to all students in our community, including students in special populations.

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

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

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

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

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

[http://www.wested.org/online\\_pubs/learning\\_return.pdf](http://www.wested.org/online_pubs/learning_return.pdf).

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

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

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

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

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

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

Goldberg, A. Russell, M. and Cook, A. The Effect of Computers on Student Writing: What the Research Tells Us. *The Journal of Technology, Learning, and Assessment*. 2[1], 2003  
[http://www.bc.edu/research/intasc/jtla/journal/pdf/v2n1\\_jtla.pdf](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 1 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](http://www.crito.uci.edu/tlc/findings/report_7/startpage.html)

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

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

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

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

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

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

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

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

learning. They solve problems cooperatively and develop the strong technical skills required for successful careers.

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

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

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

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



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

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

<p><b>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</b></p>	<p>13</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p><b>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.</b></p>	<p>13 &amp; 14</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p><b>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</b></p>	<p>15 &amp; 16</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p><b>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.</b></p>	<p>16 &amp; 17</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p><b>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>

<p><b>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</b></p>	<p>18</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p>	<p>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.</p>
<p><b>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</b></p>	<p>18 &amp; 19</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>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.</p>
<p><b>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.</b></p>	<p>19 &amp; 20</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p><b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>

<p><b>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 &amp; 4) of the plan.</b></p>	<p>21 &amp; 22</p>	<p>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.</p>	<p>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.</p>
<p><b>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.</b></p>	<p>22 &amp; 23</p>	<p>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.</p>	<p>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.</p>
<p><b>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</b></p>	<p>23,24,25</p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p><b>d. Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</b></p>	<p>25</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

<b>6. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. List established and potential funding sources.</b>	26	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
<b>b. Estimate annual implementation costs for the term of the plan.</b>	26 & 27	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.
<b>c. Describe the district's replacement policy for obsolete equipment.</b>	27	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.
<b>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.</b>	27	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.
<b>7. MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>

<b>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</b>	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>b. Schedule for evaluating the effect of plan implementation.</b>	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.
<b>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b>	28	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
<b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>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.)</b>	29	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

<b>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</b>	30,31,32 33,34	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
<b>b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.</b>	35 & 36	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).	There is no plan to use technology to extend or supplement the district's curriculum offerings.



**Appendix J - Technology Plan Contact Information  
(Required)**

Education Technology Plan Review System (ETPRS)  
Contact Information

County & District Code: 19 - 65136

School Code (Direct-funded charters only): \_\_\_\_\_

LEA Name: William S. Hart Union High

\*Salutation: Dr.

\*First Name: Daniel

\*Last Name: McHorney

\*Job Title: Director of Technology

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Please provide backup contact information.

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\* Required information in the ETPRS