

SOUTHERN HUMBOLDT JOINT UNIFIED SCHOOL DISTRICT
EDUCATION TECHNOLOGY PLAN
JULY 1, 2008 – JUNE 30, 2013

9/2008

Executive Summary

This plan articulates a common vision for acquiring, using, and supporting instructional technology. It is intended to serve as a framework that will guide teachers and administrators in establishing challenging and relevant learning experiences, that integrate the tools of technology, for all students.

Our goal is to provide equitable access to technology throughout our District. Our definition of technology extends beyond computers to include: scientific tools, graphing calculators, telecommunications and distance learning systems, digital projector, telephone, video, electronic devices and peripherals. We realize that technology is constantly changing and that we must be prepared to adopt new technology and tools as they appear. Finally, the Educational technology plan is intended to support the CA State Curriculum Standards and the mission and goals of the Southern Humboldt Joint Unified School District (SHJUSD).

We believe:

- all students must have equal access to information and the tools of technology.
- students and teachers should have connections to larger learning communities.
- students must be given opportunities for individualized learning.
- skillful use of technology supports the development of process skills that are vital to success in today's world.
- individualized learning styles and multiple intelligences of our students can be enhanced through technology.
- students with disabilities can benefit from assistive technologies.
- technology maximizes the efficiency of administrative, record keeping and classroom management functions.
- staff development and training is a key to the successful integration of technology.
- funding is essential in order to keep the infrastructure, hardware and software up to date.

Identified Concerns

The Southern Humboldt Joint Unified School District faces unique challenges, which include:

- The majority of schools are *necessary small schools*, including the high school.
- School sites are at least 12 and as much as 75 miles apart from each other.
- The entire district is experiencing declining enrollment.
- The geography of our district prevents equal access to the Internet.
- All staff has not been adequately trained in the use of technology.
- There is inadequate technological equipment currently available in our schools.

- There is no technical support to maintain administrative and educational technology at school sites or at the district.

Teachers' and Students' Current Access to Technology Tools

There is a computer in at least one classroom at every school site. These computers have productivity software with Internet access, file, email and printing capability. At the school sites with computer labs (the high school and three of five elementary schools), the labs are the primary venue in integrating technology in all of the curricular areas. Computer labs are used for whole class instruction as well as delivery of staff development. Computers are also situated in some library media centers. Students, teachers, administrators, clerical and custodial staff all have access to the Internet. Students and staff sign an Acceptable Use Policy. Internet access is filtered through 8e6 Technologies. All classrooms are equipped with a telephone and intercom, a television, and a VCR or DVD player.

The existing educational technology infrastructure includes T1 digital connections at three of eight school sites. South Fork High School has a fiber optic backbone Local Area Network (LAN) with a minimum of 3 drops in each learning environment using Unshielded Twisted Pair Category 5. The continuation high school and independent study school site is connected to the high school LAN via 54 megabit wireless directional antenna connection. These LANs run 10/100 enhanced managed-switched Ethernet. There are two established computer labs at the high school networked for up to 30 drops each, and established computer labs networked at Redway and Agnes J. Johnson, the two largest elementary schools. A smaller lab of eight computers is in place at Casterlin School. A variety of servers provide file, print and communications services. Two outlying school sites have dial-up connections with Internet connection speeds of 26.4 kbps. There are no LANS at those sites with dial-up connections. SHJUSD maintains a dual-platform network servicing approximately 196 Internet accessible computers, with another 29 machines accessing the Internet at very low speeds.

An estimated 60% of secondary students lack access to technology tools, including Internet access, after school hours.

SHJUSD's Current Use of Hardware and Software to Support Teaching and Learning

Learning opportunities, where students are using technology, are offered at every school site. To some extent, the frequency and sophistication of technology use is limited by the quality and availability of computer labs, as well as the quality of Internet access. Students and staff collaborate district-wide, and in addition, with remote students (home and hospital), teachers and professionals over the Internet.

The EdTech Profile Assessment survey data on page 14 shows that many teachers are developing students' communication and information literacy skills by having students use word-processing and presentation software, complete research using the Internet, and complete projects using technology. Teachers are modeling the use of technology by using multimedia presentation equipment, including video and still-image cameras, video-editing software and data projectors; students also have the opportunity to make use of the technology as well.

Research assignments involve telecommunication skills such as efficient search strategies and accessing a variety of information sources, so that critical thinking and creative problem solving skills are enhanced. Keyboarding and computer literacy skills are introduced at the elementary level at all sites, and then are required coursework for grades 8-9 at the district high school. Of note, a key limitation that exists for teachers at the larger school sites is that the computer labs are tightly scheduled for classes that are completely dependent on technology. Other classes must then apportion the remaining lab schedule time among themselves, a situation that is not conducive to frequent coursework that involves using technology.

In preparation for careers, secondary students access online vocational testing and assessment via *Choices Planner* software. Development of information management skills includes access to job search and job placement resources, job-related networking through local and online contacts and development of electronic career portfolios through Choices Planner. Courses using information technology are integrated within every career pathway program offered at the high school. A five-unit course in computer literacy is a high school graduation requirement.

Beginning in 2004, and validated each year since, SHJUSD has identified these ongoing long-term curriculum goals. Within each site plan/SPSA, there are technology components integrated with the strategies intended to accomplish these curriculum goals:

- a. Provide appropriate instruction to meet the varied academic and career goals of students by identifying and responding to individual student needs.
- b. Provide for the specialized needs of identified groups of students.
- c. Create a culture of shared accountability for student achievement.
- d. Attract, retain and support highly qualified and motivated staff members.
- e. Provide time and resources for collaboration, planning and professional development for all staff.
- f. Collaborate with other public agencies and private organizations to ensure children's physical, social and emotional needs are met.
- g. Provide and maintain facilities to meet the needs of present and future students.
- h. Improve the organization, management and decision-making structure and capabilities of the district to better support the education of students.
- i. Employ technology in ways that enhance learning, teaching and non-instructional operations.

Summary of Teachers' and Administrators' Current Technology Skills and Needs for Professional Development

SHJUSD recognizes that the effective use of technology depends upon a staff that receives sustained professional development. Further, we believe that the skill level of the staff directly affects student achievement. Our District is 60 miles south of the Humboldt County Office of Education in Eureka, where most technology training is offered. The distance makes it prohibitive for staff to attend on a regular basis; however, on occasion, a single staff member or small group has traveled to Eureka for training. It would be most beneficial for our staff to receive technology training locally, or through distance learning courses.

Teachers and administrators were asked to complete the Technology Assessment Profile through the EdTechprofile.org website. A total of 40 of 57 teachers (70%), completed the Profile Assessment at the time the data below was compiled, and 7 administrators. Two of the seven administrators are teachers with administrative assignments. The responses indicate that there is a wide variety in skill level, as well as a need for professional development.

The plan identifies specific goals, measurable objectives benchmarks and an implementation plan in three separate categories:

- Curriculum Component (Section 3)
- Professional Development Component (Section 4)
- Infrastructure, Hardware, Technical Support and Software Component (Section 5)

CURRICULUM COMPONENT (SECTION 3)

Goal: SHJUSD will integrate technology so it enhances teaching, training and student achievement, supporting the implementation of standards-based curriculum. Appropriate software and technology uses that enhance delivery of the curriculum will be selected and implemented.

Objective 1 of 2: Sites will incrementally replace older, less efficient learning methods with technology-enhanced methods, which both the instructor and learner value as improvements.

End of year 1: In 60% of learning environments, technology-enhanced methods of instruction will be employed.

Objective 2 of 2: Students will improve information literacy skills and demonstrate their ability to retrieve, evaluate and organize information while applying good research techniques that integrate various technologies to support their learning in a manner consistent with their grade level.

End of year 1: 60% of all students will demonstrate techniques of researching, collecting and formatting electronic information as appropriate to their grade level.

Goal: SHJUSD will adopt Technology Content Standards defining what students should know and be able to do in order to be technologically literate.

Objective 1 of 1: SHJUSD will enter a process to adopt a version of National Education Technology Standards published by the International Society for Technology Education.

End of year 1: National Education Technology Standards (NETS) published by the International Society for Technology Education (ISTE) will be brought to the District Curriculum Committee in Fall, 2008. The Board of Trustees will be presented with a version by Spring, 2009 to consider for adoption.

Goal: SHJUSD will utilize service-learning teaching methods to ensure students use technology as a tool to support meeting or exceeding state academic content standards and community service requirements.

Objective 1 of 1: All secondary schools will offer at least one elective class in which students can document a service-learning project, recording outcomes using their Choices Planner portfolio. Elementary schools will integrate service-learning projects with technology tools into the regular curriculum.

End of year 1: Secondary schools will identify the elective classes that facilitate service-learning opportunities. Teachers of those electives will add Choices Planner documentation to their curriculum. Elementary schools will identify a teaching team who will receive training on service-learning teaching methods and the use of technology for documentation consistent with the district's plans to improve home-school communication.

Goal: The district will provide educational material to each school site that addresses the appropriate and ethical use of technology in the classroom, including distinguishing lawful from unlawful uses of copyrighted works.

Objective 1 of 2: Students will understand the ethical, cultural, and societal issues that relate to the use of technology.

End of year 1: After evaluating available curricula consistent with the IST standards, the District Technology Committee will submit appropriate and ethical use of technology educational material for use in the classroom to the Board of Trustees for adoption.

Objective 2 of 2: Students will practice ethical and responsible use of technology systems, information, and software.

End of year 1: The District Technology Committee will develop a questionnaire for both students and teachers in order to collect data about the current use of technology pertaining to ethical and responsible practices.

Goal: SHJUSD will extend its parent partnerships to include the education of parents about the issues of Internet safety, with the goal of increasing parent awareness of, and supervision of students' access and use of Internet resources.

Objective 1 of 1: SHJUSD will offer parent workshops that focus on supervising their children in the safe and responsible use of the Internet .

End of year 1: Research on parent workshops on Internet safety in other districts will be completed. Workshop curriculum will be developed and presented to SHJUSD Site Councils for feedback and review, with final approval by the District Board of Trustees.

Goal: To ensure equity, SHJUSD will use technology to support and enhance the progress of all students.

Objective 1: All school sites will meet a competency standard in hardware and network infrastructure for all classrooms.

End of year 1: The SHJUSD Technology Committee will develop, and make available, competency standards for all classrooms in hardware and infrastructure. Standards will be approved by SHJUSD Board of Trustees.

Goal: SHJUSD will provide training to site technology mentor/coaches, who will, in turn, provide training to teachers and administrators. The Technology Committee will explore the expanded use of SASI through the potential purchase of *Access* and *Gradebook*.

Objective 1 of 2: The SHJUSD Technology Committee will evaluate and implement the expanded use of SASIxp.

End of year 1: 50% of teachers, administrators, and support staff as necessary will be trained in use of various modules and functions of SASI, including: attendance, grades, mailing lists, and student information.

Objective 2 of 2: The SHJUSD Technology Committee will promote the use of *Choices Planner*.

End of year 1: The SHJUSD Technology Committee and School Site Councils will consider funding for, expand the use of, and provide appropriate training in, *Choices Planner* to include all secondary school sites.

Goal: SHJUSD will utilize technology to make teachers and administrators more accessible to parents.

Objective 1 of 3: Site Technology Mentors will ensure that all teachers and administrators are proficient in use of email to enhance communication with parents and students.

End of year 1: SHJUSD Site Technology Mentors will train 60% of district teachers and administrators in the use of email as a means of communicating with parents and students.

Objective 2 of 3: The SHJUSD will expand its web presence, to include all school sites, by increasing student expertise in website development and maintenance.

End of year 1: SHJUSD webmaster and SFHS business/technology teacher, will train SFHS students in basic html, and Photoshop skills, so that they will be able to create and maintain a website for each school site. Each website will include contact information for all teaching and administrative staff. Each site will designate a staff member to be the contact person, at that school, who will be responsible for providing up to date information to the student school site webmaster.

Objective 3 of 3: Use Parent Access component of adopted student information system (SASIxp)

End of year 1: SHJUSD will purchase the Parent Access component of SASIxp, and provide training in its use to Site Technology Mentors from each district school.

PROFESSIONAL DEVELOPMENT COMPONENT (SECTION 4)

Goal: All teachers will increase their technology proficiency through the use of technological learning resources, for the purpose of teaching, planning, assessment, and record keeping, staying current with equipment acquisition.

Objective 1 of 3: By June 2012, 80% of teachers' technology skill levels will be established and monitored through a standard method of measurement.

End of year 1: 60% of teaching and administrative staff completes Ed Tech Profile Assessment.

Objective 2 of 3: By June 2012, SHJUSD will have a technology mentor/coach in place at each school site, combining two small sites as one (six mentor/coaches). Tech mentor/coaches will be proficient in the following: technology-enhanced instruction, use of the Internet and email, website development, service learning methods, ISTE standards, and SASIxp. Mentors at secondary school sites will also be trained in Choices Planner.

End of year 1: 1 mentor/coach will be assigned and trained in at least 4 of the areas listed above

Objective 3 of 3: By June 2012, 80% of teachers and administrative staff will become proficient with word processing, spreadsheet, and presentation software; ethical use of information technology; and Internet/email skills.

End of year 1: 60% of teaching and administrative staff is proficient.

Goal: In order to ensure that instructors and students value the technology-enhanced methods, SHJUSD will have all sites incorporate individual goals for using technology. These goals will support academic content standards and improve learning within the scope of the District's Strategic and Technology Plans, the Site Strategic Plan, and each site's Single Plan for Student Achievement.

Objective 1 of 1: School sites will incorporate technology goals that are aligned with District Strategic and Technology Plans, into their Site Strategic Plan and Single Plan for Student Achievement.

End of year 1: All school sites are presented with the goals of the District Strategic and Technology Plans. Sites are provided an inservice session on incorporating technology goals into Site Strategic Plans and Single Plan for Student Achievement. Inservicing will include two sessions, one for secondary schools and one for elementary schools. The Technology Committee and District Curriculum Staff will orchestrate the trainings and provide individual support to sites needing additional guidance. All school sites will submit technology goals to the Technology Committee for review to determine adherence with District Strategic and Technology Plans.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT (SECTION 5)

Goal: SHJUSD will expand the technology support options to better serve the schools, teachers, students and support staff. This will also provide a means of measuring actual technical support needs at each high school site that are not visible today.

Objective 1 of 3: SHJUSD and school sites will create open service contract or similar contractual instrument to allow school sites to directly purchase additional network support services when necessary. SHJUSD will allocate 2 hours per month under the existing contract to each school site, and each school sites will provide funding resources before encumbering the purchase order/contract beyond two hours per month.

End of year 1: SHJUSD and school sites will create open service contract or similar contractual instrument, managed by each site under the SHJUSD umbrella contract. SHJUSD will fund two hours per month for each open service contract. SHJUSD and the school sites may choose to use the existing contractor, Network Management Services, for this support, or other similarly familiar and competent technology support contractor.

End of year 2 & 3: Maintain site-specific records using Techsets' My Techdesk that track technical support requested and accomplished. Each site reviews any gap between technical support requests made and actual support provided making necessary changes to contracts based on previous year's performance. Each site requiring additional support services beyond two hours per month to collect and evaluate potential long term resources for technical support needs.

Objective 2 of 3: Each school site and the District Office will designate a specific staff member who will act as the site's single point of contact (SPOC) for technical support. This staff member may track requests for technical support using email or My TechDesk as appropriate.

End of year 1: Each school site designates a specific staff member who will act as the site's single point of contact (SPOC) for technical support. This site staff member will meet with the site principals on a weekly or as needed basis to prioritize requests for technical support before they are forwarded to staff authorized to encumber contracts. Each SPOC for technical support will maintain a record of email requests for support and associated, actual technical support visits completed. SHJUSD will provide release time for each SPOC to receive training on how to use My TechDesk (free on-line technical support work order management system provided by www.techsets.org) necessary to function as staff for the site. SHJUSD's SPOC will be designated as group manager, and permitted to delegate self-assigning of tickets to staff.

Objective 3 of 3: The high school site will develop a student tech support leadership program for the high school site as a pilot program for SHJUSD. Each school site will have the opportunity to evaluate the pilot program as a means of developing student technical skills as required by NCLB as well as developing a leadership opportunity for students at the school site.

End of year 1: The high school site administrator will identify a staff volunteer to direct a student tech support leadership program. The staff volunteer will coordinate with SHJUSD and other parent and community volunteers to identify and implement an appropriate student tech support leadership program such as MOUSE Squad of CA (MSCA).

Goal: SHJUSD will establish competency standards in technology infrastructure and hardware for each school site.

Objective 1 of 2: Determine the necessary networking infrastructure and perform gap analysis to determine steps necessary to put appropriate network in place.

End of year 1: Using HCOE and existing technical support services, SHJUSD will complete a networking readiness assessment for each school site. The assessment will specify any gaps between the school site's needs and readiness for networking into both the SASI student information systems and the district's financial management system, as well as school site Internet access. School sites with computer labs will consider lab networking as well.

Objective 2 of 2: Drawing on the data sets of the California School Technology Surveys, SHJUSD will work with school sites to help each site reach a basic level of technology hardware, electronic learning resources, telecommunication infrastructure and technical support necessary at each site to accommodate each school site's plans for technology integration and use.

End of year 1: Members of the SHJUSD technology committee will prepare and distribute school site surveys that will assess the gap between what technology the school sites actually have and what they need to meet curriculum requirements. Students, staff and parents will be given opportunity to provide input via the surveys. SHJUSD to provide release time for participants. Each school site's SPSA compares its student to computer ratio to the CDE standard ratio of 4 students to one computer, and indicates whether that comparison is adequate and appropriate. Technology elements of each school site's SPSA must address whether existing technology is adequate or requires replacement consistent with the CDE standard for aged technology (older than 4 years).

Goal: SHJUSD will invest in "Green" technology as resources permit and as appropriate, with the goal of improving energy efficiency and reducing the carbon footprint of the district's technology investments.

Objective 1 of 2: Using district allocations, grants and other community-based resources, SHJUSD and school sites will invest in "green" or energy efficient technology where possible.

End of year 1: SHJUSD will revise purchase order forms to remind staff to order energy efficient technology for purchase wherever possible.

Objective 2 of 2: Each school site will identify and implement recycling opportunities and other energy efficient uses of technology such as printing on used paper, maintaining only electronic files, etc.

End of year 1: The South Fork High School Earth Club in concert with the District technology committee will meet with school site representative to brainstorm and identify recycling opportunities and other energy efficient uses of technology. Each school site identifies and uses at least one recycling opportunities and other energy efficient uses of technology.

Funding and Budget

Economic conditions in California and within our own district may continue to impact K-12 education budgets and grants through the duration of our five (5) year technology plan. Therefore, our established and potential funding sources to implement our technology plan may be impacted as well.

In developing the budget for the technology plan, we took into consideration the Southern Humboldt Unified School District's goal and objectives and the five-year curricular goals for ALL students by grade level range. In addition, the extreme budget constraints imposed after this technology plan was approved requires that the District, site councils, and staff work together to prioritize available funding for educational technology.

General Fund normally pays for:

- SASI implementation and training
- Technical support from an outside vendor
- Internet connectivity
- Hardware and software purchases
- Salaries for computer lab staff
- Stipends and substitute costs for staff development
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Additional funding sources for implementation of the above-mentioned areas comes from site and program allocations, categorical funds, lottery revenue, community donations, and grants. Educational technology funding and budget planning will take place on an ongoing basis guided by the goals and objectives of this plan.

Given the uncertainty of our education technology sources of funding, we have established the following priorities list to guide the allocation of resources:

- Internet Connectivity
- School site technical support
- Staff development
- Replacing obsolete student and teacher computers
- Curricular software and associated service contracts
- Infrastructure upgrades

Established and Potential Funding Sources

Source	Pays for	Ongoing	1-time	Potential	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Dist. Gen. Fund	Salaries, technical support, internet connectivity	X			37,080	37,080	37,080	37,080	37,080
Site Budgets	Salaries, technical support, hardware, software	X			15,000	15,000	15,000	15,000	15,000
E-Rate	Teleconnect services for T1 lines and 56K lines	X			35,748	35,748	35,748	35,748	35,748
Title 1 District	Education Software	X			2,500	2,500	2,500	2,500	2,500
Title 1 Site	Education Software	X			1,500	1,500	1,500	1,500	1,500
Title II, Part A	Professional Development	X			8,500	7,500	6,500	5,500	4,500
EETT	Professional Development, hardware, software			X	18,000	18,000	18,000	18,000	18,000
SHJUSD Foundation	Hardware			X	10,000	3,500	3,500	3,500	3,500
K-12 Voucher Program	Hardware, software, Professional Development			X	60,000	0	0	0	0
Total Known Education Technology Funding for year one					188,328	120,828	119,828	118,828	117,828

With funding limited and unpredictable, the budget plan is designed to project the total costs of the five-year plan.

Category	Description Item	E-Rate Eligible Amt. in Yr. 1	Estimated cost Yr. 1	Estimated cost Yr. 2	Estimated cost Yr. 3	Estimated cost Yr. 4	Estimated cost Yr. 5	Total cost estimate including E-rate discounts Years 1-5
1000-1999 Certificated Salaries	Staff Development Substitutes, stipends	n/a	32,223	13,638	12,752	11,867	10,982	81,462
2000-2999 Classified Salaries	Tech Support, Computer Assistants	n/a	19,359	19,359	19,359	19,359	19,359	96,795
3000-3999 Employee Benefits	Benefits for certificated and classified	n/a	7,318	4,903	4,789	4,674	4,559	26,243
4000-4999 Books & Supplies	Computers, printers, LCD Projectors, software	n/a	53,000	16,500	16,500	16,500	16,500	119,000
5000-5999 Services, operating expenses, travel	Professional Development Training, travel, network support, connectivity	35,748	76,428	66,428	66,428	66,428	66,428	342,140
6000-6999 Capital Outlay	Hardware or other equipment exceeding \$5,000 per item	n/a	0	0	0	0	0	0
TOTALS			188,328	120,828	119,828	118,828	117,828	665,640

SHJUSD Replacement Policy for Obsolete Equipment

Although the CDE School Technology Survey suggests computer technology older than four years should be replaced, funding constrains SHJUSD to a policy of replacing obsolete equipment every five years. School sites are responsible for their own equipment replacement budgets, relying primarily on grant funding secured by site staff and by the SHJUSD Foundation. Principals work with the School Site Councils to review technology inventories at the school and to replace equipment as necessary using categorical funding and site discretionary funds.

The following replacement plan, while approved for the current July 1, 2008 to June 30, 2012 planning horizon, necessarily needs adjustment given the extreme budget adjustments imposed for the 2008-2009 school year. It is included here to prompt subsequent discussion regarding the allocation of resources. In addition, the technology infrastructure assessment completed in June 2008, the **SHJUSD Technology Observations and Recommendations** report provides specific recommendations regarding effective resource allocation across the district. In particular, given the additional data collected for that report, the existing network infrastructure effectively constrains additional investment in Internet-connected or networked computer technology, without a corresponding investment in infrastructure including digital connections, cabling and network hardware.

Needed Hardware, Learning Resources and Technical Support

School Site	# of computers >4yrs	computers for instruction	2008	2009	2010	2011	2012	2013
Redway	46	72	12	26	15	10	10	10
AJJ	0	28		0	8	8	8	6
Whitethorn	3	5		2	3	0	1	1
Casterlin	3	21		2	2	0	2	2
Ettersburg	0	3		2	1	0		
Osprey	8	12	4	2	2	0		
Osprey-A	0	0						
South Fork	65	84	25	25	17	12	10	10
totals	125	225	41	59	48	30	31	29
total number of computers >4 years			105	83	60	47	41	29
Funding Resources for Hardware, Learning Resources, and Professional Development			Redway-CA ASES/GATE Osprey - SFHS-AB 1802	K-12 Ed-Tech Vouchers, SHUSD Foundation, EETT	K-12 Ed-Tech Vouchers, SHUSD Foundation, EETT	K-12 Ed-Tech Vouchers, SHUSD Foundation, EETT	K-12 Ed-Tech Vouchers, SHUSD Foundation, EETT	K-12 Ed-Tech Vouchers, SHUSD Foundation, EETT
Priority for resources	3							
School Site	# of teachers and instructional staff							
Redway	16			3000	2200	1000	1000	0
AJJ	3			450	450	450	0	0
Whitethorn	3			450	450	450	0	0
Casterlin	3			450	450	450	0	0
Ettersburg	1			300	0	0	0	0
Osprey	1			450	0	0	0	0
Osprey-A	2			0	450	450	0	0
South Fork	25			3000	2500	2500	2500	0
totals	54			8100	6500	5300	3500	0

Note: Funding resources are dependent on planned and potential grant awards.

Process for evaluating the technology plan's overall progress and impact on teaching and learning

Our District recognizes the importance of maintaining the accuracy and relevancy of our Technology Plan, and it will be continually monitored. The Southern Humboldt District Technology Committee will be responsible for evaluating each of the plan's identified objectives outlined in the curriculum, professional development, and infrastructure components. This team will include the mentor teachers from each site, administrative staff, parents, and community members. Individual site evaluations will occur using the evaluation instruments identified for each benchmark specified in the goal statements, with results submitted to the Technology Committee for creation of a district wide summary.

Students will be evaluated as part of the technology plan. Data collected will be used to drive a continuous cycle of improvement and program modification. This includes, but is not limited to, California School Technology Survey, Ed Tech Profile, a district developed Student Technology Use Survey, CBEDS, district assessment data, teacher interviews, staff development records, district and site technology plans, student information system, attendance records of targeted students, and Technology Committee reports.

Schedule for Plan Evaluation

Embedded in the text of each component of this plan are timelines and criteria for achieving the objectives. The methods for evaluation are stated as an element of each objective. As progress is evaluated and new needs are identified, adjustments will be made to better achieve the objectives. The impact of technology on student learning is monitored and measured through multiple criteria on a yearly basis. Results from site surveys of students and staff are reported to the District Technology Committee yearly. The summary of surveys and other data collected are reported to the superintendent and governing board on a yearly basis by the Technology Committee.

Process of Communicating and Using the Evaluation Results

The District Technology Committee will create a formal Technology report for all stakeholders to view and give their input. District curriculum and staff development coordinators will use results from Ed Tech Profile to identify district-wide technology inservice needs and plan staff development activities integrating technology with curriculum staff development. Revisions to the plan that are indicated by collected data and funding will be an ongoing consideration. This approach of including all stakeholders in the ongoing process of evaluation and modifications will provide the collaboration necessary to continue and improve the use of technology beyond the life of the plan.

Collaboration with Adult Literacy Providers

The Southern Humboldt Unified School District collaborates with several adult literacy providers in order to give parents the opportunity to acquire or improve skills in a variety of ways. Adult literacy needs are served through Fortuna Adult Education at the Family Resource Center (FRC), located at Redway School. Classes are offered in a variety of life skills, including GED

preparation, basic reading, ESL courses, workforce preparation, and a variety of specific vocational courses. There must be a minimum of ten adults participating in a class in order to offer it, so availability of class selection is dependent upon enrollment. Potentially, through Fortuna Adult Education, skill-building online courses for the GED could be made available to adults in the community, as well as other distance-learning classes. Currently, the FRC does not have the necessary computer equipment to offer these classes. Arrangements are being made to offer adult literacy courses at the high school in Miranda in the near future, where there are adequate technological resources for online learning.

Plans For Using Technology To Extend Or Supplement The Curriculum With Rigorous Academic Courses And Curricula, Including Distance-Learning Technologies.

Departments will evaluate current course offerings, and will, as necessary, develop curricula that use technology to deliver specialized and rigorous academic content. The process for development of new courses begins with department chair approval, then moves to the District Curriculum Committee and finally to the School Board. As it is fully implemented, the Technology Plan will offer a variety of innovative technology opportunities to better engage student learning in all curricular areas. With a strong emphasis on student-centered learning environments that foster individual creativity while meeting the requirements of demanding course curricula, the Plan provides the background necessary for students to be successful beyond their high school education.

Effective, Research-based Methods, Strategies, and Criteria

The plan concludes with a thorough and complete review of professional literature and relevant research that supports the plan's curricular and professional development goals. A complete bibliography is provided, with pertinent citations listed for each of the goals outlined in this plan. One of the hallmarks of this document, as noted by the reviewers, is the thorough grounding in research that underlies each aspect of this plan.