C. Project Narrative

1. Strategic Goals, Objectives, and Benchmarks

1a. Students

1a(1) Student Proficiency Levels

A student survey conducted in the fall of 1999 asked students several questions about their perceived knowledge of technology proficiency and use of technology. Two-thirds of the students responded to the survey. Of those responding, only 12% of those students do not use computers at all and 60% use them to get information via Internet or the Library databases. Half of the students use computers for English, reading or writing. The majority of the students use the computers in the library and in the computer lab. Students' identify themselves as experienced in word processing and reference CD's and minimally skilled in e-mail, database, spreadsheet, and desktop publishing applications. More than half of the students reported having access to computers at home. Students expressed a need to learn to use Internet, digital cameras, and basic computer use.

1a(2) Student Academic Achievement Levels

The academic achievement of Fresno High and Fresno Continuation students is summarized in the table below. The subject areas needing the most improvement are Language Arts and Mathematics. The 1998-1999 School Performance Data show that significant numbers of our students are below the 50th percentile in Reading, Language, Mathematics, Science, and Social Science. During the fall semester of 1999, 79% failed the school-wide write. Fresno High averages 1000 ninth graders each year, one third of our school population. They consistently have low academic scores, high failure rates, and the greatest number of absences and drop outs. The following table shows specific information by grade level. The numbers represent the percent of students who scored below the 50th percentile in each area.

School Performance Data: % of students scoring below the 50th percentile						
1998-1999 STAR/SAT9	**Reading Vocabulary**	**Reading Comprehension**	**Language**	**Mathematics**	**Science**	**Social Science**
9th	68	56	37	39	35	44
10th	54	59	57	38	39	47
11th	41	52	36	35	46	27
	School-Wide Write, Fall 1999 % of Students that did not meet standards					
9th	88.3					
10th	81.6					
11th	72.6					
12th	59.8					

1a(3)a & 1a(3)b: Goals, Objectives, and Benchmarks for Students--See form DHS99-27.1, page 17

1b.Staff

1b(1) Current Staff Proficiency Levels

A self-assessing technology skills survey was conducted in the fall of 1999. Staff members were surveyed on the following: various computer applications, troubleshooting skills, technology integration, frequency and location of computer use with their students, types of activities, skills needed, and staff development model. Sixty-five percent of the teaching staff responded. The survey indicates that the staff who responded consider themselves to be at Intermediate or above in the following four areas: 88% Word Processing/Desktop Publishing; 73% Basic Computer Operations; 70% Communication and Collaboration; 64% Classroom Management. The areas of greatest need with percentages at Beginner level or below are 69% Digital Media; 66% Video Production; 61% Multimedia and Presentation; 45% Data Management and analysis; 43% Technology Integration; 41% Information Literacy and the Internet; 40% Technology Issues.

Twenty-one percent of the teachers surveyed take their students to the computer lab and 32% have a bank of computers in their classrooms. Those teachers who have computers and/or take their students to the computer lab use the following types of applications: word processing, research, math programs, database,

spreadsheet, desktop publishing, PowerPoint, keyboarding, drills, educational games. The frequency varies from twice a month to once a year.

Teaching staff indicated a preference for on-site training in the computer lab or with peer coaching, early release days, 1/2 day and full day release days.

1b(2)a,1b(2)b, & 1b(2)c: Goals, Objectives, and Benchmarks for Staff Development--See form DHS99-27, page 20

2. PROJECT PLAN

2a. Program for Students

2a(1)(a) Student Computer Knowledge and Skills

Students will learn basic computer knowledge and skills through Business, Math, English, Graphics Arts, Digital Photography, and Consumer Home Economics classes. Computer Literacy classes will be developed for summer school, freshman orientation, and extended day. In the first year, computer lab technicians in the open labs will provide support for English and Math teachers in helping their students to acquire the basic computer knowledge and skills they will need to complete the integrated technology projects. Each class will be scheduled into the open labs each semester. Support will be for Science and Social Science classes in the 2nd year and other curricular areas in the 3rd year. A rubric of basic computer skills that can be applied across the curriculum will be developed to assist teachers in determining skill acquisition.

Desired Skills	Software Components	Course Attachment	Activities
Word Processing, desktop publishing, spreadsheet, database, graphing software, mind mapping (graphic organizer) software	MSWord, MSWorks, ClarisWorks, Excel, Access, FileMaker Pro, MS Publisher, PageMaker, Geometer's' Sketchpad, Inspiration	Core curriculum areas (English/ELD, math, science, and social science), Business, Graphics Arts, CHE (Consumer Home Ec.), Extended-day Computer Literacy classes	Word processing papers, data analysis using databases, spreadsheets, graphic organizers, projects incorporating charts, graphs, graphic organizers
Internet use and research skills	Browser, e-mail, library databases	Core Curriculum courses, Career Path classes (Business, CHE), Graphics Arts, Digital Photography class, Extended-day Computer Literacy classes	Research projects incorporating information literacy skills using both electronic and print resources
Access applications, manage files and directories, print, use peripherals, basic troubleshooting	OS system tools, various software applications	Core Curriculum classes, Career Path classes (Business, CHE), Graphics Arts class, Digital Photography class, Extended-day Computer Literacy classes	Guided practice
Multimedia presentations	PowerPoint, HyperStudio, Claris Home Page, Front Page, MSWord, digital cameras, scanners, graphics, video cameras	Core Curriculum courses, Business classes, Career Path classes, Foreign Language classes, Extended-day Computer Literacy classes	Project based learning and exit projects

2a(1)(b) Enriching the Academic Program, Improve Presentation of Information and Ideas, Prepare for Careers

The computer knowledge and skills that students learn **will enrich their academic program** by changing student attitudes towards school and providing the tools for students to become life-long learners. Fresno High has designed a plan that will include the use of technology to **improve their presentation of ideas** and will focus on State Curriculum Standards, District Accountability Goals, School Site Plan, WASC Expected School-wide Learning Results (ESLRs), and the Technology Use Plan (TUP).

WASC ESLRs state that upon graduation every student will know and be prepared to:

1. Be an effective communicator who can communicate in written and verbal form
2. Be a personally and socially responsible individual
3. Be a self-directed learner who can access information
4. Be an effective problem solver who can gather information from a variety of sources
5. Be an individual with an awareness of aesthetics and humanities
6. Be a competent user of available technology

Students will **prepare for careers** by completing electronic career portfolios, resumes, and personal web pages to align with Career Path outcomes in Marketing Academy, Business, Tech Ed., Consumer Home Economics, Art, and Performing Arts. Through the FHS Career Center Technician and the counselors, students will access, evaluate, and use online job information and/or college information and applications. Our partnerships will advise us on the needs of the work place allowing each curricular area to better connect with the world beyond high school.

2a(2) Three-Year/Ongoing plan for Improved Academic Achievement

SAMPLE CURRICULAR ACTIVITIES	STATE STANDARDS AND ESLRS	TECHNOLOGY SKILLS AND RESOURCES
Year One Focus		
Mainstream Language Arts (English and ELD (Intermediate and Advanced English Learner)) students will acquire research, reading, and writing skills as they complete the research component of the curriculum. **By the end of Year 1**, 9th grade mainstream Language Arts students will complete a research project applying Information Literacy Skills. The students will use word processing and/or desktop publishing and appropriately select and document at least one resource from a CD ROM or a library database. They will use mind-mapping software to organize their writing. **By the end of Year 2,** 10th grade mainstream Language Arts students will conduct Internet research and apply the above skills to develop a multimedia presentation. **By the end of Year 3,** 11th grade mainstream Language Arts students will maintain an electronic portfolio that contains examples of projects using a variety of media that demonstrates verbal, written, and artistic forms. They will be able to appropriately select and document resources for research papers.	**English State Standards** • Comprehension and Analysis of Grade Level Appropriate text • Expository Critique • Organization and Focus • Research and Technology • Revising and Evaluating Strategies • Multi-media Presentations **ESLRs** #1, 3, 4, 6	• Word Processing • Electronic Portfolios • Desktop Publishing • Information Literacy Skills • Internet • Mind mapping software

By the end of Year 1, Algebra I students will use graphing calculators, graphing software and spreadsheets to analyze data, solve problems, and summarize statistics. **By the end of Year 2,** Geometry students will use math software to visualize geometric relationships and increase their understanding of geometric theorems and postulates. For example, students will use *Geometer's Sketchpad* to develop and analyze geometric drawings based on a given situation. **By the end of Year 3,** Algebra II and higher math students will use the Internet to gather data for statistical analysis and use spreadsheets and graphing software to analyze functions and numerical relationships.	**Mathematical State Standards** • Develop fluency with basic computational skills • Develop understanding of math concepts • Become mathematical problem solvers • Communicate quantities, logical relationships and unknowns using mathematical terms • Gather data, analyze evidence and build arguments using mathematical reasoning **ESLRs** #1, 3, 4, 6	• Word Processing • Mathematical Software • Internet Research • Spreadsheets • Graphing calculators • Graphing software
Extended-Day Computer Literacy, Business, Marketing Academy, 9th grade Language Arts and Algebra 1 students will learn basic and advanced computer skills including accessing applications, managing files and directories, printing, using peripherals, basic troubleshooting, word processing, desktop publishing, spreadsheet, database, e-mail, Internet search engines, CD-ROMS and presentation.	**ESLRs** #1, 6	As noted
Year Two Focus		
By the end of Year 2, 10th grade students will be able to access current information on the internet or CDs about a topic. These would include currently published pamphlets and/or the most current research on a topic. **By the end of Year 3**, 11th grade science students will use probes and photo gates to collect and analyze data with scientific software. They will also be able to compare their results with other networked schools and classes via the internet or e-mail.	**Science State Standards** • Correctly use instruments and technological tools of science to gather, analyze and present data • Demonstrate their understanding of scientific investigation by designing and completing projects such as laboratory experiments, field work, standard protocols and secondary research • Demonstrate understanding of unifying concepts in science and how the connection of science and technology continues to impact human history **ESLRs** #1, 4, 6	• Word Processing • Spreadsheets • Database • Internet Research • Multimedia Presentation • Digital Cameras

By the end of Year 2, Modern World History (10th grade) students will design brochures for a specific topic. This will be accomplished by searching the internet, using word processing, scanning and presenting the brochure either to the teacher or the class. **By the end of Year 3,** 11th and 12th grade students will interview experts in their field of study via e-mail or internet. An example of this could be the research of a political candidate. Here they could contact a candidate and research his party platform. Then the student could make a presentation.	**Social Science State Standards** • Analyze major political, social, economic, technological, and cultural developments • Analyze market economy in a global setting • Evaluate and defend a position on fundamental values of a civil society **ESLRs** #1, 2, 3, 4, 5, 6	• Word Processing • Internet Research • Multimedia Presentation, • Scanning • E-mail
Year Three Focus and Beyond		
Business students will apply current hardware and software to develop workplace solutions at the entry, technical and professional level. Student-centered activities include: data management, employment competency certification, web design, digital photography, animation programs, Internet research, and virtual enterprise.	**Business State Technology Standards** • Communication methods • Correspondence • Presentations • Information Processing **ESLRs** #1, 2, 3, 4, 5, 6	• Word Processing • Database • Electronic Publishing • Internet Research • Spreadsheets • Web Publication • Video Production • Digital cameras
Foreign Language students will develop their communication skills in their targeted language by interacting with other students using e-mail. They will enhance their reading, writing, listening, speaking and interpreting skills via virtual field trips, Internet research, and foreign language web sites.	**Foreign Language State Standards** • Present information, concepts and ideas to an audience on a variety of topics • Acquire information and recognize distinctive viewpoints through the foreign language and its cultures. **ESLRs** #1, 2, 5, 6	• Word Processing • Internet Research • E-mail • Virtual Field Trips
Physical Education students will use: 1) Internet to access information related to health, PE, and fitness; 2) heart monitors to track cardio-respiratory development, strength and flexibility levels; 3) electronic spreadsheet to document and calculate numeric points for daily behaviors and weekly results during the duration of fitness course; 4) word processing to write electronic journals that allow integration of information from the spreadsheet, set personal goals, evaluate progress and write about their reaction to their fitness experience.	**Physical Education State Standards** • Effect of Physical Activity on Health • Mechanics of Body Movement **ESLRs** #1, 2, 3, 4, 6	• Word Processing • Spreadsheets • Presentation • Video • Heart Monitors

Fine Arts students will visit virtual museums via Internet, use paint, draw/photo, CAD, animation programs, digital photography, video production, web site designing. They will research artists, art works, styles, communicate with experts in the field of art and evaluate and present their findings visually.	**Fine Art Standards** Demonstrates: 1) Understanding of works in visual arts by analyzing and interpreting what the artist presents in visual form 2) The application of effective artistic problem-solving skills in unique and expressive ways 3) Understanding of visual arts traditions, styles, media and their development of the visual arts over time and across cultures 4) Understanding that the visual arts and artists reflect, play a role in, influence, and are influenced by culture 5) The ability to evaluate the qualities and merits of works of art based on specific criteria **ESLRs** #1, 3, 4, 5, 6	• Draw software • Desktop Publishing • Video • Internet • Presentations • Digital cameras • CAD • Animation • Web Page Development Software
Performing Arts students will use Internet for resources and to communicate with professionals in the arts, CAD for set and costume design, Midi-Studio for piano, music theory and composition, multimedia projects integrating visual and audio media.	**Performing Arts Standards** • Demonstrates an understanding of works in theater by analyzing and interpreting what is presented through the use of voice, movement and visual effects in informal productions, theatrical productions, films, and electronic media. **ESLRs** #1, 3, 4, 5, 6	• Desktop Publishing • Video • Internet • Presentations • CAD • Midi • Digital cameras
Consumer Home Economics will do computer generated reports and use the internet for current information on topics that deal with birth control, birth defects, stress, use of alcohol, drugs, tobacco, STI's and healthy relationships. For example, interview a physician or person with a disease and complete Internet research for recent discoveries of methods to prevent cancer or other diseases. They report their findings in a written and short presentation to their class.	**Consumer Home Economics Standards** • Understand the factors that affect development of self-concept, values, character, personality, and philosophy of life. • Understand the adjustments to cope with major life changes throughout the life cycle • Understand the importance of responsibility in order to promote health and avoid risks • Understand special health needs during pregnancy, from conception through birth **ESLRs** #1, 2, 3, 4, 5, 6	• Word Processing • Desktop Publishing • Presentation • Video • Digital Cameras • Scanners

Tech Ed students will complete self-paced individualized computer based instruction modules in auto and Intro to Tech classes; electronically share information with individuals on campus and world wide, seek information via CDs, laser disks and Internet, develop electronic portfolios, Career Plan through Career Center databases, web-page development and maintenance	**Tech Ed Standards** • Systematic Problem Solving • Computer Applications • Graphic Interpretation • Pathways • Resources in Technology **ESLRs** #1, 3, 4, 5, 6	• Modules • Presentation • CAD • Web Page Development Software

2a(2)(e) Information Literacy Skills
Beginning in the summer, 2000, staff members will receive in-service training in information literacy (i.e. *The Big6 of Information Literacy*). State Standards and our ESLRs require students to incorporate research and information literacy skills into all areas of the curricular program. As classes across the curriculum are taken to the library to do research, students will be instructed in Information Literacy skills. Students will access and evaluate information from a variety of sources to solve a diversity of complex problems. Assignments will require students to find and evaluate data as part of the research process leading up to a culminating project.

2a(2)(f) Alignment with Site Plan, Curriculum Master Plan and State Academic Content Standards
The DHS Project compliments the existing district and site Technology Use Plans (TUP) and the FHS Site Plan and facilitates the effective presentation of the curricular content in all subject areas. Our school's WASC Focus on Learning Master Plan requires the alignment of the Stare Curriculum Standards, State Frameworks, and the Technology Use Plan. Departments will ensure that the curriculum is aligned with State Standards and ESLRs integrating technology as a transparent tool to prepare students to be effective communicators, information processors, and self-directed learners.

2b(1)(a), 2b(1)(b), 2b(1)(c) Program for Staff for Year One, Two, and Three
Our goal is for each staff member to improve their current level of proficiency, regardless of their starting point, and to provide staff training to meet their needs. Therefore, each staff member will develop an Individualized Learning Plan (ILP) and establish annual goals and objectives to be included as part of the bi-annual performance evaluation procedures. At the end of each year, the Technology Coordinator and the Technology Advisory Committee will conduct a staff assessment using the district or CTAP Technology Rubric. Staff will use the results of the assessment to evaluate their acquisition of personal technology skills, their strategies for assisting students to acquire technology, and their integration into the curriculum. Staff will be encouraged to develop an electronic portfolio demonstrating their proficiency skills in technology.

The Project Manager, Technology Coordinator, Technology Advisory Committee, Curriculum Leadership Team, Department Chairs, and Management Team will use this data to set up the appropriate training and to adjust the staff development plan for the following year. A committee composed of Fresno area Digital High Schools will develop a generic staff development training package that will address computer applications, software, effective communication, information literacy, critical thinking and problem solving, classroom management skills, and integration strategies. The Technology Advisory Committee, FUSD Technology Center Staff, site and district mentors, CTAP trainers, and private vendors will provide the training. On-line tutorials and resources will be developed by district and site staff that will ensure easy access from school or home. Other appropriate on-line training resources will be explored as alternatives to face-to-face training.

Training of five technology site mentors in each of the academic content areas began in the fall of 1999. Additional mentors across the curriculum will be selected to receive training. Site technology mentors will be assigned mentees with whom they share a common preparation period. Mentors will log their hours and will be given a stipend. Summer Technology Boot Camps beginning in June 2000 will provide training to the mentors, Curriculum Leadership Team, English and Math lead teachers, Department Chairs, and the Technology Advisory Committee. This should give us a cadre of approximately 30 to 40 teachers with

leadership roles across the curriculum who are trained in technology integration. Staff who attend the Technology Boot Camps will receive stipends or other incentives (i.e. laptop, LCD projector). In the first year, all of the Language Arts and Math teachers will be trained. Science and Social Science teachers will be trained in the 2nd year, and all others in the 3rd year.

Workshops will be offered in the summer, on weekends, after school, on minimum days, release time, and during teacher preparation periods at the school site throughout the DHS project. Stipends and other incentives will be offered to encourage staff to attend training during their off-duty time. One staff development day and two minimum days during the 2000-2001 school year will be used for technology. We will also continue to encourage and support staff attendance at local workshops offered through various agencies and private consultants, local and state CUE Conference, local summer technology institutes sponsored by CTAP, the Fresno County Office of Education, and FUSD Technology Training Center.

Staff will be offered opportunities to accumulate professional growth or college credit units. They will also be informed about and encouraged to qualify for the CTAP proposed in-service technology certificate should it become adopted.

(i) Three-year Plan to Develop Personal Proficiency

Staff will enroll in appropriate training each year to correspond with their ILP's. New teachers will be assisted in creating and implementing an ILP. The following table outlines the training calendar for improving personal proficiency in using technology that has been established and will be repeated yearly. This training will be funded by TSST in subsequent years.

Personal Proficiency Training	**Subject Area Staff by Yearly Focus**		**Staff Uses of Technology**	**Plan**
Word Processing	Y1 Y2 Y3	English/ELD Science, Social Science All Staff	Use word processing for personal and professional communication	Beginning Summer 2000. Offered on-site and at district Tech Training Center, monthly or quarterly depending on need
GroupWise (electronic communications)	Y1 Y2 Y3	All Staff All Staff All Staff	Utilize electronic communications to communicate with peers and set up electronic calendars	Beginning Summer 2000. Offered on-site and at district Tech Training Center, monthly or quarterly depending on need
SASI system	Y1 Y2 Y3	All Staff All Staff All Staff	Attendance, grade and test performance	Beginning Summer 2000. Offered on-site and at district Tech Training Center, monthly or quarterly depending on need
Gradebooks	Y1 Y2 Y3	All Staff All Staff All Staff	Monitor student progress	Beginning Summer 2000. Offered on-site and at district Tech Training Center, monthly or quarterly depending on need
Internet Research	Y1 Y2 Y3	English/ELD, Math Science, Social Science All Staff	Conduct research online utilizing search engines	Beginning Summer 2000. Offered on-site and at district Tech Training Center, monthly or quarterly depending on need
Troubleshooting	Y1 Y2 Y3	All Staff All Staff All Staff	Manage hardware and software issues	Beginning Summer 2000. Offered on-site and at district Tech Training Center, monthly or quarterly depending on need

Mindware (graphic organizing software)	Y1 Y2 Y3	English/ELD, Math Science, Social Science All Staff	Organize thoughts prior to writing or developing multimedia presentation, organizing text for comprehension	Beginning Summer 2000. Offered on-site and at district Tech Training Center, monthly or quarterly depending on need
Multimedia presentation	Y1 Y2 Y3	English/ELD, Math Science, Social Science All Staff	Create and present	Beginning Summer 2000. Offered on-site and at district Tech Training Center, monthly or quarterly depending on need
Spreadsheet and Database	Y1 Y2 Y3	English/ELD Math Science Social Science All Staff	Create personal budgets and mailing lists	Beginning Summer 2000. Offered on-site and at district Tech Training Center, monthly or quarterly depending on need
Web pages	Y1 Y2 Y3	All Staff All Staff All Staff	Create personal web pages	Beginning Summer 2000. Offered on-site and at district Tech Training Center, monthly or quarterly depending on need
Multimedia devices--scanners, digital cameras	Y1 Y2 Y3	English/ELD, Math Science, Social Science All Staff	Manipulate images to import into documents	Beginning Summer 2000. Offered on-site and at district Tech Training Center, monthly or quarterly depending on need
Subject specific software	Y1 Y2 Y3	English/ELD, Math Science, Social Science All Staff	*NovaNET, Accelerated Math, Geometer's Sketchpad, Algebra World, Accelerated Reader,* various applications	Beginning Summer 2000. Offered on-site and at district Tech Training Center, monthly or quarterly depending on need

(ii) Staff Development to Develop Strategies for Assisting Students Plan for Year One, Two, and Three

Technology mentors will assist new teachers in developing an ILP. Staff will enroll in appropriate training each year to correspond with their ILP's. Staff will receive training in information literacy, fair use and acceptable use policies, gender equity, classroom technology management strategies, Just-In-Time Training (TOT), and available on-site and on-line resources. Fresno High School in conjunction with the other Fresno area Digital High Schools and the FUSD Technology Training Center will develop these resources. The following table outlines the training calendar on strategies for assisting students that has been established and will be repeated yearly. This training will be funded by TSST in subsequent years.

Strategies for Assisting Students	**Subject Area Staff by Yearly Focus**		**Plan**
Information Literacy	Y1 Y2 Y3	All Staff All Staff All Staff	Beginning Summer 2000 offered from site Library Media Teacher. Offered monthly or quarterly per need.
Fair use and acceptable use, gender equity	Y1 Y2 Y3	All Staff All Staff All Staff	Beginning Summer 2000 offered from site Library Media Teacher. Offered monthly or quarterly per need.
Technology-Enriched Classroom Management Strategies	Y1 Y2 Y3	All Staff All Staff All Staff	Beginning Summer 2000 offered from site and district technology mentor teachers, Curriculum Leadership Team, and Technology Advisory Committee. Offered monthly or quarterly per need.

Just-In Time Training (TOT model) for student assistance	Y1 Y2 Y3	All Staff All Staff All Staff	Beginning Summer 2000. On-site self-paced tutorial.

(iii) Staff Development Technology Integration Plan for Year One, Two, and Three

Teachers will enroll in appropriate training each year to correspond with their ILP's. Site mentor teachers will assist new teachers in creating and implementing an ILP. The following table outlines the training calendar on strategies for technology integration that has been established to be repeated yearly. This training will be funded by TSST in subsequent years.

Integration into the Curriculum	Subject Area Staff by Yearly Focus		Plan
Training on curriculum integration strategies, including information literacy, scaffolding, project based learning, data analysis, mind-mapping, multimedia presentations	Y1 Y2 Y3	English, Math, Mentors, Site Leadership Science, Social Science All Staff	Beginning Summer 2000. Training provided by district technology mentor teachers, Curriculum Leadership Team, and Technology Advisory Committee. Offered monthly or quarterly as per ILP need.

2b(2) Support for New Staff

New staff members will be assigned a technology mentor teacher in the same curricular area or same prep period who will help them develop an ILP. On-going site staff development training and district training opportunities will allow them to deliver the curriculum effectively in a technologically rich environment.

2b(3) Individualized Instruction

Beginning the first year, English and Math teachers will start to individualize the learning process by providing remediation opportunities through programs such as *NovaNET, Accelerated Reader, Accelerated Math, Algebra World* as well as student or teacher made tutorials. For those students who are more advanced and ready to explore the curriculum in greater depth, teachers will begin to develop self-directed research projects. Computer simulations will provide opportunities for students to solve open-ended problems and provide alternative solutions. These tutorials and projects will be made available to students on-line for easy access from anywhere. The *NovaNET* Lab on the North Campus will address the needs of students in alternate programs such as Independent Study and Restart. FUSD will fund the *NovaNET* licenses and split the cost of the equipment with DHS.

2b(4) Technology in Assessment

Teachers will use *SASI, Groupwise*, electronic gradebooks, and spreadsheets to track and evaluate student progress and report information as is required in the DHS plan. Rubrics will be developed or revised to incorporate student computer skills as an integral part of project assessment. Training and integration schedules are detailed for these skills in 2b(1)(a)(i), 2g(1)(b)(i), & 2b(1)(c)(i), pgs 8-9.

3. LOCAL EVALUATION AND PROGRAM MONITORING

3a: Monitoring Progress Towards Goals--See form DHS99-27, page 17

3b Monitoring Actvities

The Project Manager, Technology Coordinator, Department Chairs, Technology Advisory Committee, and Planning Committee will monitor and assess the activities in the plan to determine if any adjustments need to be made to accomplish our plan goals. They will use the tools and methods listed in the chart. This will occur on a quarterly basis as part of the Planning Committee meetings.

Activity	Tools	Methods
Staff Personal Proficiency Training	• Staff Development Calendar • Training Sign-in Sheets • Mentor Teacher Training Logs	• Quarterly review of Staff Development Calendar, Sign-in Sheets, Mentor Teacher Training Logs and Lesson

	• Teacher Lesson Plans • End of year ILP Review • Student/Staff Surveys • Teacher electronic portfolio	Plans • Bi-annual ILP reviews with administrator • End of year surveys of staff and student perceptions
Staff Student Acquisition & Technology Integration Training	• Staff Development Calendar • Training Sign-in Sheets • Mentor Teacher Training Logs • Teacher Lesson Plans • End of year ILP Review • Student/Staff Surveys	• Quarterly review of Staff Development Calendar, Sign-in Sheets, Mentor Teacher Training Logs and Lesson Plans • Bi-annual ILP reviews with administrator • End of year surveys of staff and student perceptions
Student Computer Knowledge and Skills and Academic Achievement	• Selected Student Assignments, Projects, Reports and Presentations, Portfolios, Rubrics	• Department Chairs will collect student assignment samples on a quarterly basis • Technology Advisory Committee will review samples for evidence of student use of technology related to skill acquisition and academic achievement • Selected students will present their multimedia projects to the various committees
Inclusion of Partners	• Meeting Agendas & Sign-in Sheets • Communication records	• End of semester review of agendas and sign-in sheets • End of semester review of communication records

4. TECHNOLOGY RESOURCES

4a Hardware

SITE	EXISTING	NEW
FHS Classrooms	128 classrooms with Internet connections; 68 with multimedia computers; 60 with no multimedia computers; 3 Marketing Academy classrooms with 35 486/66 Ethernet computers; 1 Home Ec classroom with 15 multimedia computers,1 digital photography classroom with 16 multimedia Ethernet ready computers; 17 English, Math, Social Science, and Science classrooms with banks of 2-3 multimedia computers; 3 with banks of 2-5 older computers;117 with TV monitors; 102 with VCR units, 30 with laser disk players; 33 with video scan converters, 2 servers, *Novell;* 200 graphing calculators, 20 scanners and digitizers in 16 classrooms	180 multimedia Ethernet ready computers, 97 printers, 16 digital cameras, 16 LCD projectors, 40 video scan converters, 60 10/100 Ethernet cards, TVs and VCRs if needed, basic application software, curriculum specific software, 60 graphing calculators, 3 servers
Graphics Arts Classroom	6 486/66 non-multimedia computers; 5 multimedia Mac; 1 multimedia pentium computer, Office 4.0, HyperStudio, Pagemaker 5.0, 2 printers, 1 file server, 1 scanner, TV, VCR, video scan converter, 1 server, *Novell*	15 multimedia Ethernet ready computers, 2 printers, 1 scanner, basic application software and curriculum appropriate software

Business (5 labs)	30 8086, 30 Apple IIGS, 32 multimedia Mac 5500, 30 Mac LCII, 32 486/66 Compaq Prolinea computers; 56 printers; 3 scanners; 2 LCD projectors	32 multimedia Ethernet ready Pentium computers, 4 printers, basic application software and curriculum appropriate software; 32 ethernet cards to upgrade 486/66 Compaqs
Literacy Center	*Accelerated Reader* licenses	6-8 multimedia Ethernet ready computers, 2 printers, basic application software and curriculum appropriate software
Open Labs (2)	1 server, *Novell* license, 67 multimedia Ethernet ready computers, 3 scanners, 10 printers, 1 LCD projector, 2 VGA TVs, 1 VCR, 1 Rewriteable CD ROM, basic application, math, and language arts software	
Library Media Center	1 server, *Novell* license, *Follett,* 1 scanners, 1 barcode scanner, 2 printers, 1 100-CD Tower, 18 multimedia Ethernet student stations, 4 teacher/staff multimedia Ethernet ready workstations, basic application software, Accelerated Reader, Accelerated Math, various library databases, card catalog, 2 LCD projectors (1 for checkout)	
NovaNET Lab (scheduled for spring, 2000)	Server, *Novell*, 2 laser printers, 2 inkjet printers, 2 scanners, screen, LCD projector, basic application software for 37computers, 14 multimedia Ethernet ready computers, *NovaNET* licenses (1000 district wide)	24 multimedia Ethernet ready computers
Offices, Counseling and various shared areas	Principal, Assistant Principal, Program Manager, Counseling Staff, TSA's, and 7 clerical staff with multimedia computers with Internet connections; VP's, attendance clerks, and remaining clerical with older computers; 4 scanners; administrative server	
Fresno Continuation Classrooms and Computer lab	10 classrooms and 1 computer lab with 55 multimedia computers, 20 printers, 11 TV's and 11 VCRs, 1 projector for presentation	55 10/100 ethernet cards, 1 Re-Writable CD-ROM, software upgrades to include basic application and Curriculum specific software as appropriate, 1 LCD Projector, 1 digital camera.

4b Infrastructure Status and Needs

During the spring of 2000 the infrastructure for both of Fresno High's campuses and Fresno Continuation will be completed. The sites will be fully wired with category 5 wire connecting every classroom, office, and instructional area. Classrooms will have an average of four computer drops and one cable TV drop. Hubs and switches will be used to expand the number of connections where needed. A 10/100 Ethernet ATM environment and DS3 45 MBS Wireless ATM /11ghz DS3 Radio backbone will connect Fresno High with the district's Education Center, data processing, and Internet Service Provider. ISDN lines connect our Lucent telephone system to a Coaxial Cable Distribution system capable of video distance learning and video conferencing. Connecting Fresno High south campus with north campus and Fresno Continuation will be fixed T1 Land Lines. Internet service, firewalls, and a filtering system is provided by our district.

4c Electronic Learning Resources
Fresno Continuation has all current PC computers running *Windows 95, MS Works, Mavis Beacon Teaches Typing, Typing Tutor, Oregon Trail II, Print Shop, Lexicon and Carmen Sandiego Problem Solvers*.

Fresno High is a dual platform school and has both Macintosh and PC computers. We have a range of operating systems from OS 7.5 and above to *Windows 3.1, 95 and 98*. New computers have *Office Professional 97, 98, or 2000*. Older systems are using *Claris 5.0, MSWorks 3.0, 4.0 or Word 6.0.* Computers in Business, Marketing Academy, Graphics Arts, and Tech Ed are older systems and cannot cost effectively be upgraded to handle the newer software or multimedia. We will continue to use those systems to support word processing and other basic applications until they can be replaced. We have a 150 user multi-platform site license for *GradeQuick* which we will use and support until the district implements *SASIxp.*

Additional software resources in our open labs include *MSPublisher 98, HyperStudio, Inspiration, Claris Home Page 3.0, Mavis Beacon Teaches Typing,* and various math programs and games. *NovaNET* will be available in the spring of 2000. The library computers have *Office Professional 97, MS Publisher, Accelerated Reader* and *Accelerated Math.*

Individual departments will search for appropriate software, CD-ROM, laser discs, and video to support their curriculum needs. Staff in-service will include training in software selection criteria. Resources that will be used include California Instructional Clearinghouse, SCORE sites, California Department of Education, and CTAP.

4d Fair and Appropriate Access
All students and staff will have access to Internet resources and instructional applications in all classrooms and instructional areas throughout both campuses. Every classroom will have a minimum of one multimedia computer installed with basic applications (*Office Professional, Inspiration and HyperStudio)* connected to Internet. Every classroom will have printing capabilities and access to a TV and VCR. Each department will have one LCD data projector to be shared among the department members. Video-scan converters or VGA 32" TV monitors will be purchased to provide additional means for whole-class computer display. Laser discs, videos, and graphing calculators will be purchased to support the DHS plan.

4e Students with Physical Disabilities
Currently we have few students enrolled with disabilities. Banks of two to three multimedia computers with headphones and 17" monitors will be purchased for each Special Ed classroom. Closed caption 32" TV monitors and VCR's will be purchased when replacing obsolete equipment. Appropriate adaptive learning devices will be purchased as necessary according to IEP. Special Ed departments will research and recommend appropriate software and devices. Currently, one computer per Special Ed classroom has *Co: Writer* and *Write: Out Loud* installed. DHS will purchase additional copies of the license to support text to speech on all multimedia computers in the Special Ed classrooms.

4f Library Media Center
The Library Media Center is open from 7:30 AM to 4:00 PM. Our full-time credentialed library media teacher is assisted by one library technician. The library media teacher develops instructional activities to assist the classroom teacher in teaching information literacy skills. Students have access to eighteen *Windows 98* computers in the south campus library and five computers in the north campus library with *Office Professional, MS Publisher, Accelerated Reader*, the card catalog, *SIRS Researcher*, various library databases, and Internet resources. Students use the library and Internet resources to research individually and cooperatively for classroom projects relevant to the content curriculum. All classrooms will have access to the library databases through the school network.

A Literacy Center in partnership with California State University, Fresno (CSUF) is being established and is scheduled to open in January 2000 in the library. CSUF graduate students will tutor FHS students individually and in groups in reading and writing. Tutors will also assist teachers in the classroom with mini-lessons targeting specific skills. Six to eight computers and 2 printers will be purchased with DHS funds to support this

program. Members of this committee will research and recommend additional software tools to use to support literacy. The Literacy Center will be open from 8:00 AM to 4:00 PM and will accept drop-in students as well as whole class sign-ups.

5. PARTNERSHIPS

5a Involvement of Partners in Development of Plan (parents, businesses, post-secondary institutions, government agencies, and community groups)

All students and all staff were given an opportunity to provide suggestions for Digital High School on the technology skills surveys. School leadership students were invited to be members of the Technology Advisory Committee. DHS Presentations were made to each of the following parent involvement groups: School Site Council, Tribal Council, Academic Warriors, and English Language Advisory Committee. A questionnaire translated into three additional languages (Hmong, Lao and Spanish) was distributed at each meeting asking for parent input. Only six parents responded. A brief description of Digital High School was published in the monthly school newsletter*, Smoke Signals*, with a request for parent volunteers. When that strategy met with no success, the questionnaire was designed as a survey with check boxes. The survey asking for their recommendations and support was published in the Smoke Signals and was sent out with a letter to various business and community organizations. Additionally, the Partnership Sub-committee developed a list of parents and businesses and began personal phone calls. This strategy met with more success.

A DHS presentation was made at a special meeting with parents and interested businesses. DKA Computers, Duncan Enterprises, Ed Cutler's Digital Attic, Progressive Printing, and ValCom Technology Center provided advice and expertise. They will support DHS through their participation in DHS committees, as Mentors and as guest speakers.

As mentioned previously, FHS has a partnership with the CSUF English department to establish a Literacy Center in our library. Graduate students will provide tutoring in reading and literacy, provide demos of strategies in classrooms to assist classroom teachers, and will in turn learn to use digital tools to support learning in reading and writing. Dr. Bob Pritchard, a reading specialist from CSUF, is training teachers in cross curricular strategies to develop vocabulary and comprehension skills in the content areas. Mr. Glenn DeVoogd is providing expertise in utilizing technology tools to support literacy.

CTAP provided several workshops on the development of the DHS plan. They helped define the DHS program and clarify objectives.

5b Continued Partner Support and Participation in the Plan (parents, businesses, post-secondary institutions, government agencies, and community groups)

FHS parent organizations, community, business, government, and higher education partners will continue to participate in quarterly meetings and the Technology Advisory Committee to review DHS plan implementation and curriculum and make recommendations for improvements. We will continue to actively seek additional parents and community organizations to be more actively involved in our Digital High School process.

6. SUSTAINABILITY

6a School's Plan for Ongoing System Development and Support

The school is committed to supporting DHS at FHS. We will provide basic system and troubleshooting training at the school site. This will help students and staff address basic level problems. The Micro Computer Technician and Computer Lab Assistants provide the next level of support at the site. Beyond the site, ValCom, district computer services, and district repair technicians provide the next level of support. District technicians support infrastructure maintenance. Site staff manages the LAN, installs and maintains computers, and provides support throughout the day.

6b District Commitment

The district is committed to supporting technology long-term. They have upgraded the phone system to provide distance learning, video conferencing and cable TV capabilities. The WAN has been upgraded from T1 Lines to a DS3 45 MBS Wireless ATM /11ghz DS3 Radio backbone. They are providing the LAN at each

school site, a curriculum server, an administrative server, and a web server. Internet access is provided by the district at their cost. Additional computer technicians have been hired with each high school getting one full-time Micro Computer Technician. Equipment purchased has a 3-year warranty for parts labor and a one-year warranty for on-site parts and labor. The district has a staff that repairs computers and other equipment. They have purchased *GroupWise* to be used district wide as the district communication software and have a tentative plan to purchase and begin implementation of *SASIxp* by the end of 2000. Plans are in development to streamline the purchase and acquisition of equipment. Fresno Unified is in the process of restructuring the Technology services and has developed a new position. Within the next few months, they will hire an Executive Director of Information Technology Services who will have the complete responsibility for the development and implementation of the technological services throughout the district.

Project Management

7a Project leadership Structure; 7b Data Collection, Ongoing Planning, and Project Modification; 7c Estimates of Time

Individual(s) Responsible (Person(s) or Job Title(s))	**Responsibilities**	**Overall Time Allocated For Data Collection (Hours per month)**
Project Leadership		
District Technology Coordinator--Dennis Funk	• Coordinate district level technology staff development	
Project Manager: VP Rick Erlenheim	• Set policy and monitor site technology plan • Coordinate assessment of student achievement and evaluate staff development program • Oversee DHS budget and expenditures	4
Technology Coordinator--TSA Barbara Monis	• Chair the Technology and Planning Committees • Plan, schedule, and implement DHS project staff development activities • Coordinate the purchase of DHS project hardware and software • Coordinate site technical support • Collaborate with site level administration • Compile data regarding student performance, technology use, and attitudinal surveys	8
Technology Advisory Committee: One representative from each instructional division and parents, students, and community representatives	• Meet monthly to discuss the DHS progress, concerns and needs • Conduct all surveys of students, staff and parents • Act as a liaison between the parents/community and the school • Establish partnerships between local businesses and the school • Provide guidance to departments in technology issues	2
Project Leadership Support		
Planning Committee	• Monitor and evaluate DHS Plan progress to assure goals are met, recommending modifications when needed	2

Management Team	• Collect data (student grades, standardized test scores (STAR), high school exit exams, school-wide write) on student performance and achievement to determine the effectiveness of the DHS based curriculum on student learning	2
Department Chairs	• Collect data from classroom teachers on student completion of assignments • Pass information on to Technology Coordinator and Technology Advisory Committee	2
Project Manager, Management Team, Technology Coordinator, Technology Advisory Committee, Department Chairs	• Identify the need for project modifications involving curricular issues and staff development.	
Site Micro Computer Technician	• Manage and monitor the installation of computers • Manage the network • Oversee maintenance of hardware and software installation • Assist in training of troubleshooting for students and staff	
Technology Lab Assistants	• Prepare labs for instruction and provide technical assistance • Maintain a log of teacher and student use of the labs • Assist teachers in teaching computer skills to students • Provide staff development training	

1a(3)a Students: Goals Objectives and Benchmarks for Student Computer Knowledge and Skills

Goal 1 of 4: Students will demonstrate basic computer operating skills.			
Objectives **Annual Benchmarks**	**Tools to Measure Progress**	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Objective 1 of 1: 60% of students will be able to access applications, manage files and directories, print, use peripherals such as digital cameras and scanners, do basic troubleshooting.	Enrollment of Business, Digital Photography, Consumer Home Ec, Graphics Arts, extended day, summer school, and freshman orientation classes: percent of students receiving a passing grade of C or passing score on a rubric. Students may have the option of testing out on the Basic Computer Skills rubric.	End of each quarter	Teachers will submit grades on the required assignments to the Department Chairs after each semester. The Tech Committee will analyze the data and make recommendations to the Department Chairs.
End of year Year 1: 40% of students will be able to access applications, manage files and directories, print, use peripherals such as digital cameras and scanners, do basic troubleshooting.			
End of year Year 2: 50% of students will be able to access applications, manage files and directories, print, use peripherals such as digital cameras and scanners, do basic troubleshooting.			
End of year Year 3: 60% of students will be able to access applications, manage files and directories, print, use peripherals such as digital cameras and scanners, do basic troubleshooting.			
Goal 2 of 4: Students will demonstrate the ability to use a variety of electronic tools for the purposes of effective communication.			
Objective1 of 3: 60% of students will maintain an electronic portfolio that contains examples of presentation projects using a variety of media that demonstrates verbal, written, and artistic forms	Percentage of students receiving a grade of C or better or meeting rubric of passing on the assignment in Language Arts Year 1; add Math, Science or Social Science Year 2; other subject areas Year 3.	End of each quarter	Teachers will submit grades on the required assignments to the Department Chairs after each semester. The Tech Committee will analyze the data and make recommendations to the Department Chairs.
End of year Year 1: 40% of 9th graders will complete a Language Arts project using word processing and desktop publishing integrating graphics and utilizing editing tools such as spell checkers, grammar tools, and on line thesaurus.			
End of year Year 2: 50% of 10th graders will use a presentation system and PowerPoint, HyperStudio, or a Web-based application to present a project in Language Arts, Math, Science or Social Science.			
End of year Year 3 60% of 11th graders will maintain an electronic portfolio that contains examples of presentation projects using a variety of media that demonstrates verbal, written, and artistic forms in any content area.			

Objective 2 of 3: 60% of 11th grade students will collaborate on a project using e-mail.	Percentage of students who have completed e-mail projects in Business, Digital Photography, Consumer Home Ec, Graphics Arts, extended day, summer school, and freshman orientation classes; Language Arts or Math Y1; add Science or Social Science Year 2; other subject areas Year 3.	End of each quarter	Teachers will submit grades on the required assignments to the Department Chairs after each semester. The Tech Committee will analyze the data and make recommendations to the Department Chairs.
End of year Year 1: 40% of 9th grade students will communicate with the teacher using e-mail.			
End of year Year 2: 50% of 10th grade students will turn in an assignment using e-mail.			
End of year Year 3: 60% of 11th grade students will collaborate on a project using e-mail.			
Objective 3 of 3: 60% of 11th grade students will use a spreadsheet, database, graphing software, graphing calculator, or graphic organizer software to organize, sort, analyze, interpret, predict, and graph data.	Percentage of students receiving C or better on assignments in Business, Math or Language Arts Y1;	End of each quarter	Teachers will submit grades on the required assignments to the Department Chairs after each semester. The Tech Committee will analyze the data and make recommendations to the Department Chairs.
End of year Year 1: 40% of 9th grade students will use a graphic organizer to think, plan and write a paper or presentation.			
End of year Year 2: 50% of 10th grade students will use a database or spreadsheet to organize and sort data.			
End of year Year 3: 60% of 11th grade students will use a spreadsheet, database, graphing software, graphing calculator, or graphic organizer software to organize, sort, analyze, interpret, predict, and graph data.			
Goal 3 of 4: Students will develop a personal career plan that will be part of their digital portfolio.			
Objective 1 of 1: 60% of 11th grade students will develop a resume and use CD ROM and Internet resources to find college, career, and scholarship information which will be maintained in a digital portfolio.	Percentage of students who have developed a portfolio in Business, Digital Photography, Consumer Home Ec, Graphics Arts, extended day, summer school, and freshman orientation classes, Math, Language Arts classes Y1; add Science or Social Science Year 2; other subject areas Year 3.	End of Quarter	Counselors, Career Center Technician and Career Path and content area teachers will monitor development of career plan. They will submit a list of students who have developed a portfolio. The Tech Committee will analyze the data and make recommendations to the Department Chairs.
End of year Year 1: 40% of 9th students will develop a resume and use CD ROM and Internet resources to find college, career, and scholarship information which will be maintained in a digital portfolio..			
End of year Year 2: 50% of 10th students will develop a resume and use CD ROM and Internet resources to find college, career, and scholarship information which will be maintained in a digital portfolio..			
End of year Year 3: 60% of 11th students will develop a resume and use CD ROM and Internet resources to find college, career, and scholarship information which will be maintained in a digital portfolio.			

Goal 4 of 4: Students will demonstrate the understanding and practice of the ethical and legal responsibilities related to the use of technology.			
Objective 1 of 1: 60% of students will demonstrate knowledge of copyright documentation, e-mail and Internet ethics, legal and ethical use of software and information.	Percentage of students with a C or better on assignments in Business, Digital Photography, Consumer Home Ec, Graphics Arts, extended day, summer school, and freshman orientation classes; Language Arts or Math Y1; add Science or Social Science Year 2; other subject areas Year 3.	End of each quarter	Teachers will submit grades on the required assignments to the Department Chairs after each semester. The Tech Committee will analyze the data and make recommendations to the Department Chairs.
End of year Year 1: 40% of students will demonstrate knowledge of copyright documentation, e-mail and Internet ethics, legal and ethical use of software and information.			
End of year Year 2: 50% of students will demonstrate knowledge of copyright documentation, e-mail and Internet ethics, legal and ethical use of software and information.			
End of year Year 3: 60% of students will demonstrate knowledge of copyright documentation, e-mail and Internet ethics, legal and ethical use of software and information.			

1a(3)b Students: Goals , Objectives, Benchmarks Related to Improved Academic Achievement

Goal 1 of 2: Students will show an increase of 3 percentile in SAT9 test scores.			
Objective 1 of 1: 60% of students will show an increase of 3 percentile above the baseline SAT9 test scores in reading vocabulary and comprehension, math, science and social science.	STAR measurable increase over the baseline year score by subject area	Yearly	Test scores will be reported on line and in the newspaper. The principal will report the data to the staff and parents.
End of Year 1: 40% of students will show an increase of 3 percentile above the baseline SAT9 test scores in reading vocabulary and comprehension and math.			
End of Year 2: 50% of students will show an increase of 3 percentile above the baseline SAT9 test scores in reading vocabulary and comprehension, math, science and social science.			
End of Year 3: 60% of students will show an increase of 3 percentile above the baseline SAT9 test scores in reading vocabulary and comprehension, math, science and social science.			

Goal 2 of 2: Students will be able to research, analyze, and evaluate data from a variety of electronic sources and draw appropriate conclusions based on their research..			
Objective 1 of 2: 60% of 11th grade students will demonstrate knowledge of Information Literacy and will appropriately select and document the use of CD ROM, library databases, and Internet resources for a research paper.	Percentage of students with C or better on assignments in Business, Digital Photography, Consumer Home Ec, Graphics Arts, extended day, summer school, and freshman orientation classes; Language Arts or Math Y1; add Science or Social Science Year 2; other subject areas Year 3.	End of each quarter	Teachers will submit grades on the required assignments to the Department Chairs after each semester. The Tech Committee will analyze the data and make recommendations to the Department Chairs.
End of year Year 1: 40% of 9th grade students will demonstrate knowledge of the Information Literacy and will appropriately select and document the use of at least one resource from a CD ROM or a library database for a research paper.			
End of year Year 2: 50% of 10th grade students will demonstrate knowledge of Information Literacy and will appropriately select and document the use of an internet source for a research paper.			
End of year Year 3: 60% of 11th grade students will demonstrate knowledge of Information Literacy and will appropriately select and document the use of CD ROM, library databases, and Internet resources for a research paper.			

1b(2)a Staff: Goals , Objectives, Benchmarks for Staff Development Related to Staff Technology Proficiencies

Goal 1 of 1 : 90% of the staff will increase one proficiency level in the area of communication, classroom management, and presentation.			
Objective 1 of 5: 100% of the staff will be trained in the FUSD Internet access and network policies (required by district in order to receive IP addresses), .	Staff development records: training sign-in sheets and mentor teacher records	End of each quarter	Tech Coordinator will collect data. Project Manager and Planning Committee will review and identify need for project modification.
End of year Year 1: 60% of the staff will be trained in the FUSD Internet access and network policies.			
End of year Year 2: 80% of the staff will be trained in the FUSD Internet access and network policies.			
End of year Year 3: 100% of the staff will be trained in the FUSD Internet access and network policies.			

Objective 2 of 5: 100% of the staff will use GroupWise (FUSD communications software) to send and receive e-mail, maintain address books, send and received attached files, schedule meetings, use an electronic calendar.	Staff development records: training sign-in sheets and mentor teacher records, system logs	End of each quarter	Tech Coordinator will collect data. Project Manager and Planning Committee will review and identify need for project modification
End of year 1: 60% of the staff will use GroupWise (FUSD communications software) to send and receive e-mail, maintain address books, send and received attached files, schedule meetings, and use an electronic calendar.			
End of year 2: 80% of the staff will use GroupWise (FUSD communications software) to send and receive e-mail, maintain address books, send and received attached files, schedule meetings, and use an electronic calendar.			
End of year 3: 100% of the staff will use GroupWise to send and receive e-mail, maintain address books, send and received attached files, schedule meetings, and use an electronic calendar.			
Objective 3 of 5: 100% of the staff will be trained to use an electronic gradebook to manage grades and attendance, SASI to access student data, word processing for lesson plans, and web pages for class information.	Staff development records: training sign-in sheets and mentor teacher records.	End of each quarter	Tech Coordinator will collect data. Project Manager and Planning Committee will review and identify need for project modification
End of year Year 1: 50% of the staff will be trained to use an electronic gradebook to manage grades and attendance, SASI to access student data, word processing for lesson plans, and web pages for class information.			
End of year Year 2: 75% of the staff will be trained to use an electronic gradebook to manage grades and attendance, SASI to access student data, word processing for lesson plans, and web pages for class information.			
End of year Year 3: 100% of the staff will be trained to use an electronic gradebook to manage grades and attendance, SASI to access student data, word processing for lesson plans, and web pages for class information.			
Objective 4 of 5: 80% of staff will be trained to use presentation devices and multimedia CDs and applications for whole class presentations.	Staff development records: training sign-in sheets and mentor teacher records.	End of each quarter	Tech Coordinator will collect data. Project Manager and Planning Committee will review and identify need for project modification
End of year Year 1: 50% of staff will be trained to use presentation devices and multimedia CDs and applications for whole class presentations.			

End of year Year 2: 65% of staff will be trained to use presentation devices and multimedia CDs and applications for whole class presentations.			
End of year Year 3: 80% of staff will be trained to use presentation devices and multimedia CDs and applications for whole class presentations.			
Objective 5 of 5: 80% of staff will be trained in the use and management of networked files and folders to access and assess student work and portfolios.	Staff development records: training sign-in sheets and mentor teacher records.	End of each quarter	Tech Coordinator will collect data. Project Manager and Planning Committee will review and identify need for project modification
End of year Year 1: 50% of staff will be trained in the use and management of networked files and folders to access and assess student work and portfolios			
End of year Year 2: 65% of staff will be trained in the use and management of networked files and folders to access and assess student work and portfolios.			
End of year Year 3: 80% of staff will be trained in the use and management of networked files and folders to access and assess student work and portfolios.			

Staff: Goals for Staff Development Related to Student Computer Knowledge and Skills Goals

Goal 1 of 1: Staff will have the skills needed to assist students in the acquisition of computer skills and content knowledge in a technology-rich environment.			
Objectives and Annual Benchmarks			
Objective 1 of 3: 100% of the teachers will be trained and implement the "fair-use" policy for all student work and lesson plans.	Staff development records, lesson plans and observation: training sign-in sheets, mentor teacher records, departmental lesson plan records, classroom observations.	Quarterly	Tech Coordinator will collect data. Project Manager and Planning Committee will review and identify need for project modification
End of year Year 1: 60% of the teachers will be trained and implement the "fair-use" policy for all student work and lesson plans.			
End of the year Year 2: 80% of the teachers will be trained and implement the "fair-use" policy for all student work and lesson plans.			
End of the year Year 3: 100% of the teachers will be trained and implement the "fair-use" policy for all student work and lesson plans.			

Objective 2 of 3: 80% of the teachers will be trained in "just-in-time" strategies for teaching students how to use technology required in the curriculum.	Staff development records, lesson plans and observation: training sign-in sheets, mentor teacher records, departmental lesson plan records, classroom observations.	Quarterly	Tech Coordinator will collect data. Project Manager and Planning Committee will review and identify need for project modification
End of Year 1: 60% of the teachers will be trained in "just-in-time" strategies for teaching students how to use technology required in the curriculum.			
End of Year 2: 70% of the teachers will be trained in "just-in-time" strategies for teaching students how to use technology required in the curriculum.			
End of Year 3: 80% of the teachers will be trained in "just-in-time" strategies for teaching students how to use technology required in the curriculum.			
Objective 3 of 3: 80% of the teachers will be trained and implement management strategies designed for the use of technology in classrooms and/or labs.	Staff development records, lesson plans and observation: training sign-in sheets, mentor teacher records, departmental lesson plan records, classroom observations.	Quarterly	Tech Coordinator will collect data. Project Manager and Planning Committee will review and identify need for project modification
End of Year 1: 60% of the teachers will be trained and implement management strategies designed for the use of technology in classrooms and/or labs.			
End of Year 2: 70% of the teachers will be trained and implement management strategies designed for the use of technology in classrooms and/or labs.			
End of Year 3: 80% of the teachers will be trained and implement management strategies designed for the use of technology in classrooms and/or labs.			
Goal 1 of 1: Staff will integrate technology into the curriculum.			
Objective 1 of 2: 80% of teachers will be trained and integrate information literacy strategies into their curriculums utilizing available technology tools and applications.	Staff development records, lesson plans and observation: training sign-in sheets, mentor teacher records, departmental lesson plan records, classroom observations.	Quarterly	Tech Coordinator will collect data. Project Manager and Planning Committee will review and identify need for project modification
End of Year 1: 60% of teachers will be trained and integrate information literacy strategies into their curriculums utilizing available technology tools and applications			
End of Year 2: 70% of teachers will be trained and integrate information literacy strategies into their curriculums utilizing available technology tools and applications			
End of Year 3: 80% of teachers will be trained and integrate information literacy strategies into their curriculums utilizing available technology tools and applications			

Objective 2 of 2: 80% of teachers will be trained to develop and implement a minimum of 2 lessons that require the development of higher order thinking and technology skills in the collection, analysis and presentation of data.	Staff development records, lesson plans and observation: training sign-in sheets, mentor teacher records, departmental lesson plan records, classroom observations.	Quarterly	Tech Coordinator will collect data. Project Manager and Planning Committee will review and identify need for project modification
End of Year 1: 60% of teachers will be trained to develop and implement a minimum of 2 lessons that require the development of higher order thinking and technology skills in the collection, analysis and presentation of data.			
End of Year 2: 70% of teachers will be trained to develop and implement a minimum of 2 lessons that require the development of higher order thinking and technology skills in the collection, analysis and presentation of data.			
End of Year 3: 80% of teachers will be trained to develop and implement a minimum of 2 lessons that require the development of higher order thinking and technology skills in the collection, analysis and presentation of data.			