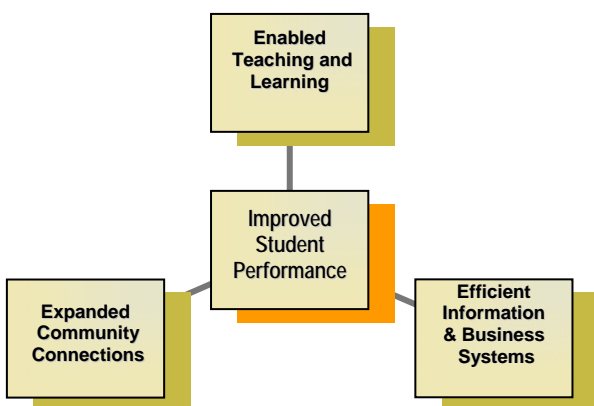


SECTION 3: CURRICULUM AND INSTRUCTION

This section is the key to technology planning in FUSD. It addresses each of four overarching plan goals and defines the development of all remaining components: Professional Development; Infrastructure needs; Resources and Funding; and Evaluation plans.



2005-2010 Technology Plan Goals

The goals, objectives and action plans defined here are framed by the vision that technology enables students to meet the academic content standards and that it will enable sites to bring about desired learning outcomes at each site.

Simply stated the teaching and learning vision for Education Technology in Fresno Unified is to see that all students, teachers, staff and parents have sufficient access and skill to employ the powerful capability of anytime, anywhere access to information and tools that promote and extend learning.

FUSD CURRICULAR GOALS

The top priority for all Fresno Unified schools is to improve student achievement while maintaining the vision that all students can learn and succeed. With student literacy a continuing concern, the district focus remains on improving performance in the language arts. The **Blueprint for Success** defines a specific improvement plan in this curricular area and therefore it will be the primary guide for technology planning as well. Content

specific software and training in the use of interactive lessons will be the focus of technology integration to student achievement.

Planning processes within each site and district departments continue to focus on meeting the standards identified at state and local levels. State standards and the High School Exit Exams will continue to provide a focus for integration of technology skills and tools to improve student learning.

As part of their annual planning processes, sites will continue to identify needs and provide funding for technology use to support content and performance standards; to improve instruction and assessment; and to increase access to information and communication.

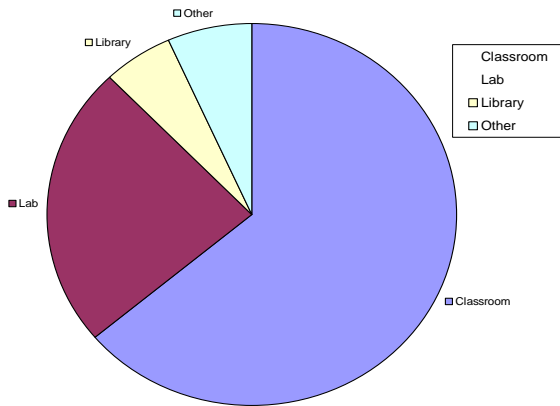
NEEDS ASSESSMENTS

A review of the previous plan objectives and major technology projects currently underway indicate that significant progress has made in several areas toward meeting the goals and objectives outlined in the previous plan. The implementation of a web-based student information system is in the final year of implementation for all secondary schools. Through this system parents, students, teachers, and administrators have access to real-time grades and attendance along with the ability to view the data in a number of ways. Through various grants and local resources schools have met the original goal of having a minimum of one Internet connected computer in each classroom. This review also confirms that progress was made toward reaching every goal in the past four years, however, in some cases the final objective has not been reached at this point. Therefore, these unmet objectives serve as a starting place for determining continuing needs and helping to shape the course for the next five years.

ACCESS TO APPROPRIATE TECHNOLOGY

A review of the data indicated a shift in computer distribution during the past four years. As seen in the chart below the distribution of computers is now mainly in classrooms rather than computer labs. This shift is supported by district, state

District Computer Access by Percent in each Location of Computers



and federal recommendations as research-based best practice.

STUDENT TECHNOLOGY PROFICIENCIES

The student technology proficiencies currently recommended by FUSD are those developed by the National Educational Technology Standards (NETS) project of the International Society of Technology in Education (ISTE). They are grouped by grade clusters, (K-2, 3-5, 6-8, 9-12), and are currently addressed in a variety of ways across district schools, most often in separate technology lessons and or classes. Although many times they should be incorporated into standards-based curriculum, access to hardware and software resources has delayed this process.

INFORMATION LITERACY SKILLS

These skills are being included in content area instruction. Library media teachers in the district's secondary schools are very often the ones to address the application of those skills to electronic resources.

A need has been identified to extend the National Education Technology Standards (NETS) into grade level technology proficiency standards and information literacy standards for students and to embed them into instruction by grade level and content area.

District and site curriculum goals and student assessment results have served as a guide to determine how technology can help students master content standards while acquiring and refining technology and information literacy skills. Alternative learning opportunities exist through instructional software, online courses and distance learning.

Access to appropriate site-based technology resources were evaluated

through district inventory records and school survey responses. While a district average of less than 5 students: 1 computer exists further research reveals that that is not consistent across all grades and schools. All schools have computers in library media centers and many have computer labs, but equity of access does not currently exist for all students, particularly at the elementary and middle levels.

For the most part, hardware and software purchases are decided and funded, by individual sites. As a result technology continues to vary significantly between schools and classrooms.

Extended day intervention programs and tutorials exist in a majority of district elementary, middle and high schools and access to technology tools and electronic resources are available in many of those programs particularly through Computer Assisted Instructional applications such as *Earobics*. Extended day access to library media center resources is available through several community resource centers and at sites where afterschool intervention programs exist. The reduction of library media staff in recent years has limited access at all sites

Community libraries, neighborhood resource centers and a variety of other community partnership programs provide extended use access to some segments of the district, however, data has shown that access in several communities and subpopulations is limited. While some populations such as the homeless and migrant students are already identified, additional research is needed to pinpoint and address those segments where access is most limited.

ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES

Assistive technology equipment is provided for FUSD students with identified disabilities on a case-by-case basis in accordance with the Technology-Related Assistance for Individuals with Disabilities Act (PL 100-407). Assistive technology includes, but is not limited to; augmentative communication devices, adapted access peripherals, assistive listening devices, adapted technology for

the visually impaired and assistive writing software.

Increased ability to manage special education needs has been identified and is being addressed by the implementation of a district-wide IEP management system, and 4 GL.

Student need for these technologies is reviewed as part of the annual Individualized Educational Plan (IEP) process and placement of appropriate technology interventions are evaluated by Special Education staff to assure the use of the best available technology required for each student with disabilities. All FUSD schools are supported through various assistive devices, software, and support.

With emphasis on full inclusion of special needs students, a process is needed to evaluate and adapt regular education classrooms to provide equal student access to existing classroom technology for these students and to further extend the benefit of assistive hardware and software tools to general education curriculum and instruction.

LIBRARY MEDIA CENTERS

Library media centers in all schools provide access to online, electronic resources, including automated library management software, Internet and a variety of CD-ROM, video and other software resources. Teachers and library media teachers utilize these resources to develop information literacy skills, and to provide support for content area standards-based instruction.

Expanded student access to library resources should be provided by the development of a district-wide enterprise-based union catalogue.

STUDENT INFORMATION SYSTEMS

Student information, records and attendance are currently stored and managed by a centralized mainframe system. By June 2005 it is expected that all middle and high schools will utilize PowerSchool for attendance and grade

information which interfaces real time with the IBM mainframe system.

This resource is currently not available to most elementary schools. Student information stored on the mainframe system is available to all sites within the district as students move from school to school.

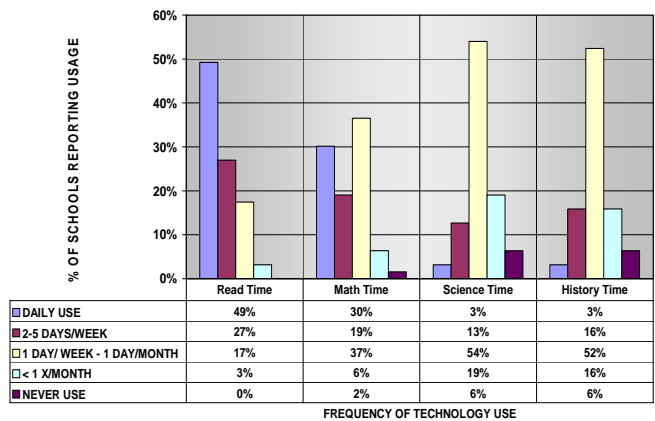
The need is identified to provide student information management tools to elementary schools for a variety of functions including attendance, grade and standards management and real-time access to student data to better inform instruction

HOME-SCHOOL COMMUNICATION

Each school site and classroom is wired for voice and data connections providing teachers and staff with access to classroom phones, voice mail, and availability for Internet email accounts to increase home school communication.

Current information and school calendars are available on both the district web site and individual school site pages. In

Frequency of Technology Use During Core Content Instruction In FUSD Elementary Schools



addition, the core content areas also maintain web sites that provide for two-way communication between home and school around topics of standards and instruction. Yes, this is occurring through the parent engagement center as well as various school sites.

At those sites which are not part of the web-based Student Information System (SIS), grade and attendance information is currently provided to secondary parents

by mainframe generated centralized report cards and attendance notifications. Elementary sites continue to utilize quarterly teacher written report cards.

Some district sites, including several Immediate Intervention Under Performing (IIUSP) schools, use videotapes to provide parents with school information and training.

Home-school communications are enhanced through district and school web pages, email, voicemail, and video. Through the use of these technologies, parents are given access to information on school procedures and events along with anytime, anywhere access to information about their individual student's attendance, grades, and progress towards standards and graduation requirements.

PARENT TRAINING

Technology training is currently available for parents through adult education at district sites, as needed. Classes are offered at various school sites throughout the district. Mobile labs with hardware, software and instructors are available through the Adult School to support parent training. With the implementation of a district-wide student information system, training is available at each site to instruct parents in how to access information on their own children provided through this system.

TECHNOLOGY INTEGRATION

STATUS OF ELEMENTARY SCHOOLS

Technology use in FUSD elementary schools often occurs in computer labs and library media centers. During scheduled lab time, all students, including special needs, GATE, and English Language Learners develop keyboarding and other technology skills, access the Internet and apply information literacy skills, and utilize a variety of productivity and content-specific software.

While wiring projects have provided connectivity to every classroom across the district during the past several years, many elementary sites have just recently been able to equip each classroom with a multimedia, Internet-capable computer. Inventory records and site surveys

indicate that the student to computer ratios at elementary sites has been reduced to However, the majority of instructional computers at elementary sites are 3-4 years old and older with many in need of repurposing or replacing.

The California Educational Technology Survey conducted during the spring of 2004 provides a number of data regarding technology as reported by each site.

Although computer labs exist at most elementary sites, schools report use of technology in both labs and classrooms. The majority report that access to technology varies by grade level indicating greatest access by 4-6 grade students. A direct evaluation of deployment shows most up-to-date computers are in labs with classrooms housing older machines, most often of with varying configurations, operating systems, and software.

The State Educational Technology Survey results indicate the most extensive use of technology tools in Reading/Language Arts with over 75% of schools indicating that technology was used each week in this subject area. This may be due in large part to the number of schools who use Accelerated Reader software. Forty-nine percent of schools indicated at least weekly use of technology in mathematics, while significantly less frequent use was reported for science and social science.

Schools indicate that students are using technology for a variety of learning experiences. The majority of elementary schools indicate that their students use technology for word processing, creation of reports and projects, drill and practice and to gather research information via the Internet or CD-ROM. Less than half of the schools, agreed or strongly agreed that their students use applications for demonstrations, correspondence, graphic presentation, or problem solving or data analysis.

When asked to describe professional use of technology by teachers, over 50 % of schools agree or strongly agree that their teachers use technology for creating instructional materials, and for gradebooks and attendance records, while approximately 40% of schools agreed that teachers use technology to deliver curriculum and to gather information for lesson planning. Less than a third of the schools indicate strong use of these tools for peer communication, multimedia presentations, or access of model lesson plans or best practices. Only 7% of these schools report that their teachers use technology to communicate with parents.

In summary, a variety of technology tools and best practices are found in all district elementary schools. However, due to the presence of older equipment, equitable access to up-to-date workstations does not exist. While clearly a variety of instructional uses for technology exist, not all core curriculum areas and grades are equally impacted by these strategies and tools.

TECHNOLOGY STATUS OF MIDDLE SCHOOLS

As with elementary sites, district middle schools have access to the Internet through Local Area Network (LAN) wiring to every classroom. Every site has Internet-connected multimedia computers in a library media center, the

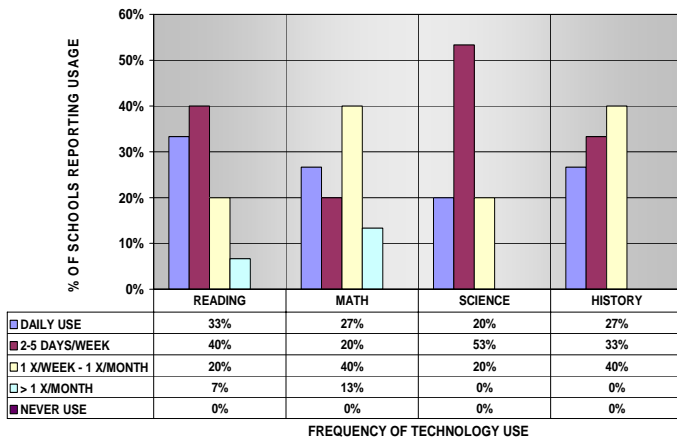
Overall, the middle schools report a student to multimedia computer ratio of less than 5:1 with the majority of total computer inventory having been purchased three or more years ago.

Computer labs exist at all middle school sites where computer literacy elective courses are taught. A modular industrial technology lab at the majority of sites provides opportunities for project-oriented exploration into a variety of topics including multimedia, mechanics and engineering concepts. These labs provide a foundation for students to pursue more advanced opportunities in these areas at the Center for Advanced Research and Technology (CART) or Duncan Polytechnical High School. Although all middle schools report that students use technology in lab and classroom settings, student use varies according to differing access, subject area, and teacher proficiency.

In the spring 2004 California Educational Technology Survey, all district middle schools report between daily and weekly use of technology to support reading instruction. Once again as with the elementary schools, this can be partially explained by the widespread use of Accelerated Reader.

Weekly or better use of technology tools is also reported in science for 90% of sites and 70% report that level of frequency in math and social studies instruction.

Frequency of Technology Use During Core Content Instruction In FUSD Middle Schools



administrative offices and a computer lab as well as each classroom.

STUDENT USE OF TECHNOLOGY

When asked in the Educational Technology Survey to indicate the ways their students use technology, a majority of sites agreed or strongly agreed that their students use technology to:

- ◆ Create reports and projects,
- ◆ Research using the Internet or CD-ROM
- ◆ Demonstrations and simulations,
- ◆ To graphically present materials.
- ◆ To access model lessons plans and best practices.

Fewer than 50% of middle schools agreed or strongly agreed that their students used these tools for:

- ◆ Word processing,
- ◆ Drill and Practice,
- ◆ Correspondences with peers,

- ◆ Problem solving or analysis.

TEACHER PROFESSIONAL USE OF TECHNOLOGY

Two-thirds or more of the sites agree or strongly agree that their teachers use technology for:

- Gradebook and attendance records,
- Creation of instructional materials,
- Multimedia presentations,
- Delivery of classroom instruction.
- One-third or fewer middle schools agree or strongly agree their teachers use technology for:
 - Communication with colleagues,
 - Communication with parents or students,

Technology use has increased in middle school instruction particularly during the past several years. With the completion of wiring to classrooms and the leadership provided through the technology mentors, these sites are positioned for expansion of technology use across all content areas and classrooms to support teaching and learning.

STATUS OF HIGH SCHOOLS

All eligible district sites have implemented an approved Digital High School Plan. Although effective, the aging Digital High School (DHS) implementations and the suspension of support funds to continue the work have left the district high schools with much the same situation as the

school classrooms have Internet access. Overall, high schools report a student to multimedia computer ratio of less than 5:1 due to DHS and the Educational Technology Grant Program for High Schools and other local and grant funds, although the most recent of those computers were , purchased in 2001 and 2002 and are now reaching an age of limited use.

Computer-based learning labs exist at most district high school sites to provide access to individualized online curriculum and courses. Additionally, participation in the state Advanced Placement (AP) Challenge Grant has provided sites with access to online AP courses and assistance through a partnership with the University of California.

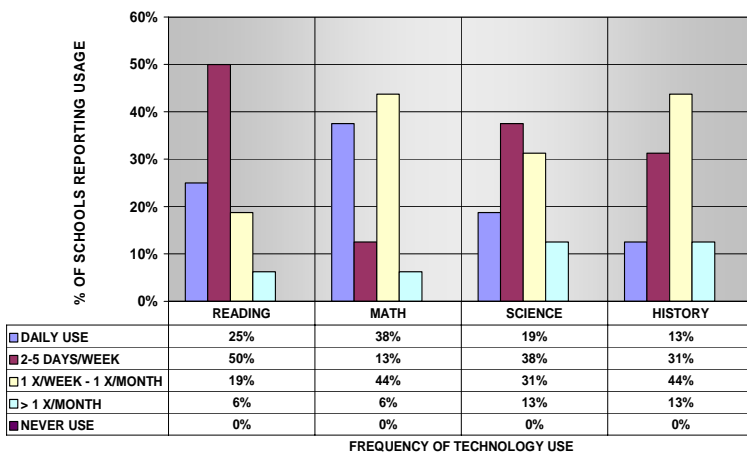
Every site has Internet connected multimedia computers in a library media center, the administrative offices and a variety of labs. Computer labs at every high school sites are used for a variety of purposes, including computer literacy courses, various business application courses, computer programming, industrial technology classes, multimedia instruction and writing or content instruction on a rotational or sign-up basis.

Although all high schools report that students use technology in both lab and classroom settings, teacher and student use varies according to level of access, subject area, and teacher proficiency.

Many sites have purchased computer clusters for target subject areas and/or mobile laptop labs to extend access within classrooms on a rotational basis.

In the spring 2004 California Educational Technology Survey, a majority of high schools report at least once a week use of technology to support math instruction, over half of schools report that technology is used that frequently in science and 50% report at least weekly use in reading/language arts and history/social science.

Frequency of Technology Use During Core Content Instruction In FUSD High Schools



elementary and middle schools

As a result of Digital High funds, E-rate and Measure A funds, all district high

STUDENT USE OF TECHNOLOGY

When asked in the Educational Technology Survey to indicate the ways their students use technology, a majority of sites agreed

or strongly agreed that their students use technology for:

- Word Processing,
- Research, using the Internet or CD-ROM,
- Creation of reports or projects,
- Solving problems or analyzing data.

Relatively few high schools agreed or strongly agreed that their students used these tools for:

- Drill and practice,
- Demonstrations and simulations,
- Correspondence with others,
- To graphically present material.

TEACHER PROFESSIONAL USE OF TECHNOLOGY

The majority of sites agree or strongly agree that their teachers use technology for:

- Creation of instructional materials,
- Delivery of classroom instruction
- Gradebook and attendance records
- Communication with colleagues,
- Gathering information for lesson planning.

Less than half of the high schools agree or strongly agree their teachers use technology for:

- Communication with parents or students,
- Accessing model lessons plans and best practices.
- Multimedia presentations.

CURRENT USE OF HARDWARE & SOFTWARE

Fresno Unified currently utilizes several information systems to promote effective classroom and school management. The official system of record for electronically collecting and housing numerous data related to student information, demographics, enrollment, attendance data, test scores and a host of other information is a newly installed IBM Mainframe System, which is running the OSZ operating system. Within this system student records are secured, and can be transferred electronically from one school to another as a student moves within the district and extracted either electronically or by print for numerous reporting needs. It is important to note that Fresno Unified has a Schools

Interoperability Framework, SIF, agent developed to facilitate the movement of data to and from other district systems. Currently the system, which has a real time interface, is the Student Information System, PowerSchool.

The bridging of two-way communications between home and school is one of the Four Strategic Goals of this plan and has been the driving force behind the implementation of several new technology resources. PowerSchool delivers progress reports as well as attendance information for each student through email notification. Current information and school calendars are available on both the district web site as well as the individual school site. In addition, the core content areas also support web sites that provide for two-way communication between home and school. The movement of all Middle and High Schools to the web based student information system will be completed during spring 2005.

Training of community members particularly, parents is taking place in a number of ways to maximize the use of technology delivered information and communication. In the case of PowerSchool, parent training is provided by district and site. The Fresno Adult School provides education in basic use of technology to enable this two-way communication

DIRECT SUPPORT FOR DISTRICT CURRICULAR GOALS

While school and district plans recognize the value and importance of technology the application has been inconsistent due to the multiplicity of obstacles that have resulted by years of uncoordinated planning and implementation across the district. Cost, lack of training, and support staff the obstacles has not been implemented. However, where technology development has delivered the innovations and change they have produced are often going unused because of the lack of ongoing support.

CURRICULUM DIRECTIONS

The following points provide the focus for instructional technology over the next five years.

1. As a focus of the various technology strategic projects outlined in this plan, students and teachers will have classroom access, through a user-specific web-based portal, to best practice tools, resources and assessments which have been shown to improve literacy skills of students at each grade level and which are linked to the content standards and adopted curriculum in Language Arts, Math, Science, and Social Science. This web-based portal will include a synthesis of all tools needed to allow teachers to target student instruction based on assessed needs (CEO Forum, 2001; Mann et al., 1999; Koedinger et al., 1999)
2. The learning environment will provide access to proven resources and tools for standards-based instruction to increase student proficiency based on individual needs.
3. Media-rich online courses, distance learning, and video conferencing will be made available for intervention and support of individual student learning needs (Amberg, 2000).
4. Information will flow seamlessly through a coordinated communication system.

STRATEGIC GOAL # 1 OF 4: IMPROVED STUDENT LEARNING AND PERFORMANCE THROUGH EFFECTIVE USE OF TECHNOLOGY

<i>OBJECTIVES BENCHMARKS</i>	<i>ACTION PLANS</i>	<i>EVALUATION</i>
<p>OBJECTIVE 1 OF 4: By June of 2010, the students in 90% of FUSD classrooms will have completed at least one writing assignment, which required the use of the FUSD Standards-based learning portal.</p>	<p>Develop and conduct a pilot implementation of a web portal environment with a volunteer group of teachers/classrooms from throughout the district with priority given to low performing schools.</p>	<p>It is our custom to collect data on an ongoing basis throughout the year. The following indicators will be evaluated for information regarding the progress toward this goal.</p>
<p>YEAR 1 By June of 2006, the students in 10% of FUSD classrooms will have completed at least one writing assignment, which required the use of the FUSD Standards-based learning portal.</p>	<p>Establish and adopt an online, collaborative review process to function on an ongoing basis in the identification of best practice learning resources and tools for each content area.</p>	<p>Portal usage, Login Accounts generated, Review of the written procedures identified in the process; Usage data from the online collaborative environment; Review of the numbers and quality of new resources approved.</p>
<p>YEAR 2 By June of 2007, the students in 30% of FUSD classrooms will have completed at least one writing assignment, which required the use of the FUSD Standards-based learning portal.</p>	<p>Establish and adopt an online, collaborative review process to function on an ongoing basis in the identification of best practice learning resources and tools for each content area.</p>	<p>Attendance data and progress through curriculum pacing charts will be reviewed for classrooms with access</p>
<p>YEAR 3 By June of 2008, the students in 50% of FUSD classrooms will have completed at least one writing assignment, which required the use of the FUSD Standards-based learning portal.</p>		
<p>YEAR 4 By June of 2009, the students in 70% of FUSD classrooms will have completed at least one writing assignment, which required the use of the FUSD Standards-based learning portal.</p>		
<p>YEAR 5 By June of 2010, the students in 90% of FUSD classrooms will have completed at least one writing assignment, which required the use of the FUSD Standards-based learning portal.</p>		

**CURRICULUM AND INSTRUCTION
GOALS, OBJECTIVES, BENCHMARKS, ACTIVITIES AND EVALUATION**

STRATEGIC GOAL # 1 OF 4: IMPROVED STUDENT LEARNING AND PERFORMANCE THROUGH EFFECTIVE USE OF TECHNOLOGY		
<i>OBJECTIVES AND ANNUAL BENCHMARKS</i>	<i>ACTION PLANS</i>	<i>EVALUATION</i>
<p>OBJECTIVE 2 OF 4: Eighty percent of students district-wide will be proficient as assessed by the requirements of Title II, Part D of No Child Left behind.</p> <p>Every student at every grade level will have opportunities to develop and use identified technology skills and tools as identified by the National Education Technology Standards (NETS) with 80% proficiency as assessed by the requirements of Title II, Part D of No Child Left behind. (Cradler & Cradler, 1999; McCoy, 1996).</p>	<p>A Technology Integration Advisory Team will be identified by principals and Assistant Superintendents to examine examples of student standards for technology proficiency along with input collected from community and business partners. Using these resources, grade level technology strategies and performance indicators will be defined and disseminated for a broad based input and adoption process.</p> <p>Site and district planning will include the integration of these skills in grade level professional development activities.</p>	<p>CTAP2 Student Technology Survey results, site plan review and performance records on required technology testing, to be implemented in 2006, will be used to monitor and evaluate progress.</p>
<p>YEAR 1: NETS for students will be aligned with current grade level content standards to define grade level performance standards.</p>		
<p>YEAR 2: District-wide student proficiency of 20% as assessed by the requirements of Title II, Part D of No Child Left behind.</p>		
<p>YEAR 3: District-wide student proficiency of 40% as assessed by the requirements of Title II, Part D of No Child Left behind.</p>		
<p>YEAR 4: District-wide student proficiency of 60% as assessed by the requirements of Title II, Part D of No Child Left behind.</p>		
<p>YEAR 5: Eighty percent of students district-wide will be proficient as assessed by the requirements of Title II, Part D of No Child Left behind.</p>		

**CURRICULUM AND INSTRUCTION
GOALS, OBJECTIVES, BENCHMARKS, ACTIVITIES AND EVALUATION**

STRATEGIC GOAL # 1 OF 4: IMPROVED STUDENT LEARNING AND PERFORMANCE THROUGH EFFECTIVE USE OF TECHNOLOGY		
<i>OBJECTIVES AND BENCHMARKS</i>	<i>ACTION PLANS</i>	<i>EVALUATION</i>
<p>OBJECTIVE 3 OF 4: 25% of district elementary schools will have implemented at least one online course or partial course content using a proven online course design environment with multiple options for online collaboration such as Blackboard.</p>	<p>District infrastructure and security systems will be evaluated and upgraded as needed to ensure technical readiness for each activity.</p>	<p>Student progress reports and records of online courses and usage statistics will provide a quarterly update of implementation status.</p>
<p>YEAR 1: 50% of district high schools will have implemented at least one online course or partial course content using a proven online course design environment with multiple options for online collaboration such as Blackboard.</p>	<p>Distance Learning opportunities will be identified and developed to address specialized learning needs.</p>	<p>Site feedback on student progress and an assessment of participant performance on standardized tests and High School Exit Exams will provide an annual assessment of program effectiveness.</p>
<p>YEAR 2: All district high schools will have implemented at least one online course or partial course content using a proven online course design environment with multiple options for online collaboration such as Blackboard.</p>	<p>Online coursework will be provided by contract with outside content providers at some sites based on individual needs and plans.</p>	
<p>YEAR 3: All district high schools and 50% of middle schools will have implemented at least one online course or partial course content, which includes video streaming and other media rich tools using a proven online course design environment with multiple options for online collaboration such as Blackboard.</p>	<p>Online course content and application of video conferencing and distance learning opportunities will be developed based on identified student needs and site and district instructional goals through joint collaboration with district teachers, content and technology coordinators.</p>	
<p>YEAR 4: All district high schools and all middle schools will have implemented at least one online course or partial course content, which includes video streaming and other media rich tools using a proven online course design environment with multiple options for online collaboration such as Blackboard.</p>		
<p>YEAR 5: 25% of district elementary schools will have implemented at least one online course or partial course content using a proven online course design environment with multiple options for online collaboration such as Blackboard.</p>		

**CURRICULUM AND INSTRUCTION
GOALS, OBJECTIVES, BENCHMARKS, ACTIVITIES AND EVALUATION**

STRATEGIC GOAL # 1 OF 4: IMPROVED STUDENT LEARNING AND PERFORMANCE THROUGH EFFECTIVE USE OF TECHNOLOGY		
<i>OBJECTIVES AND BENCHMARKS</i>	<i>ACTION PLANS</i>	<i>EVALUATION</i>
<p>OBJECTIVE 4 OF 4: By 2010, all district schools will meet at least 80% of their target school profile for technology, with first priority given to providing a homogeneous environment in every classroom of hardware and software which meet or exceed district standards at a ratio of no greater than 10:1. (Middleton, et al., 1999; Zollman, et al., 1989).</p>	<p>School technology inventories allow each site to develop a current technology profile. These profiles will be compared to target profiles for each instructional level. This information will be used to identify site needs and assist with site and district planning and resource allocation to meet target profiles and standards.</p> <p>By 2007, a districtwide plan will be in place to standardize both hardware and software purchases to lower the high total cost of ownership created by supporting multiple platforms and a broad range of applications.</p> <p>A computer replacement plan will be developed that will allow for refreshing of admin, teacher and classroom computers every five years.</p> <p>All involved departments will meet to develop an implementation plan to begin the rotation of computers on a school-by-school basis.</p>	<p>Updated inventories and site technology plans will be examined each year to determine progress toward this goal.</p>
<p>YEAR 1: Twenty percent of district classrooms are equipped at a minimum of 10-to 1 ratio with up-to-date, (as defined by 2005 district hardware and software standards), common platform and operating system computers.</p>		
<p>YEAR 2: Forty percent of district classrooms are equipped at a minimum of 10-to 1 ratio with up-to-date, (as defined by 2005 district hardware and software standards), common platform and operating system computers.</p>		
<p>YEAR 3: Sixty percent of district classrooms are equipped at a minimum of 10-to 1 ratio with up-to-date, (as defined by 2005 district hardware and software standards), common platform and operating system computers.</p>		
<p>YEAR 4: Eighty percent of district classrooms are equipped at a minimum of 10-to 1 ratio with up-to-date, (as defined by 2005 district hardware and software standards), common platform and operating system computers.</p>		
<p>YEAR 5: 100% percent of district classrooms are equipped at a minimum of 10-to 1 ratio with up-to-date, (as defined by 2005 district hardware and software standards), common platform and operating system computers.</p>		

CURRICULUM AND INSTRUCTION
GOALS, OBJECTIVES, BENCHMARKS, ACTIVITIES AND EVALUATION

GOAL # 2 OF 4: INCREASED EFFECTIVENESS AND EFFICIENCY OF INSTRUCTION		
<i>OBJECTIVES AND ANNUAL BENCHMARKS</i>	<i>ACTION PLANS</i>	<i>EVALUATION</i>
<p>OBJECTIVE 1 OF 1: A student information system will provide real-time access to attendance, electronic gradebook, and standards tracking.</p>	<p>Sites currently using the Student Information System, PowerSchool, will be upgraded to the new system and receive further training to support full implementation at those sites.</p>	<p>Survey data, records of school implementation, training records and issues logs examined quarterly to assess progress, evaluate needs and revise plans as required.</p>
<p>YEAR 1: All district secondary schools will be using a robust real-time Student Information System for attendance, grades and standards tracking.</p>	<p>Develop a SIF agent to allow real-time interfacing with the district mainframe.</p>	<p>Updates provided for the Superintendent, Cabinet and Board of Education on a quarterly basis.</p>
<p>YEAR 2: All secondary sites will be utilizing the attendance, gradebook features of the SIS and additional data features will be available for relevant demographics, health information and discipline records.</p>	<p>An RFP process will result in the selection of a district wide SIS.</p>	
<p>YEAR 3: A pilot group of 15 elementary sites will have implemented the student information system (SIS) to provide real time access to attendance, gradebooks and standards tracking.</p>	<p>Pilot the SIS system at selected elementary sites.</p>	
<p>YEAR 4: 50% percent of elementary sites will have implemented the student information system (SIS) to provide real time access to attendance, gradebooks and standards tracking.</p>	<p>Once pilot schools have completed product evaluation, additional schools will implement based on technology readiness and identified needs.</p>	
<p>YEAR 5: 90% of elementary sites will have implemented the student information system (SIS) to provide real time access to attendance, gradebooks and standards tracking.</p>		

**CURRICULUM AND INSTRUCTION
GOALS, OBJECTIVES, BENCHMARKS, ACTIVITIES AND EVALUATION**

GOAL # 3 OF 4: ENHANCED DISTRICT AND SITE OPERATIONS TO SUPPORT CLASSROOM INSTRUCTION AND MANAGEMENT		
<i>OBJECTIVE AND BENCHMARKS</i>	<i>ACTION PLANS</i>	<i>EVALUATION</i>
<p>OBJECTIVE 1 OF 1: District information systems will be in place and integrated to maximize user specific access to information</p> <ul style="list-style-type: none"> • Business operations, • Human Resource management, • Telecommunications • Technology Services • Facilities and operations management. 	<p>AMS conversion plan will be implemented Purchase needed hardware and software for the development of Zone Integrated Servers and an integrated information management environment.</p>	<p>Committee reports will allow for assessment of progress for the first year.</p> <p>In subsequent years, technology staff will give quarterly updates of implementation status to the Superintendent, Cabinet and Board of Education.</p>
<p>YEAR 1: Complete implementation of web-based AMS Business Management system across the district.</p>	<p>Development of SIF agents for the integration of individual district systems including special education, transportation, work order management, etc.</p>	
<p>YEAR 2: Complete implementation of web-based AMS Human Resource Management system across the district.</p>		
<p>YEAR 3: 30% Of District Information Systems Will Be Integrated Through User Defined Portal.</p>		
<p>YEAR 4: 60% Of District Information Systems Will Be Integrated Through User Defined Portal.</p>		
<p>YEAR 5: 90% Of District Information Systems Will Be Integrated Through User Defined Portal.</p>		

**CURRICULUM AND INSTRUCTION
GOALS, OBJECTIVES, BENCHMARKS, ACTIVITIES AND EVALUATION**

GOAL # 4 OF 4: INCREASE PARENT AND COMMUNITY AWARENESS AND INVOLVEMENT IN EDUCATIONAL PROCESSES		
<i>OBJECTIVE AND BENCHMARKS</i>	<i>ACTION PLAN</i>	<i>EVALUATION</i>
<p>OBJECTIVE 1 OF 2: Complete implementation of a single email system to 100% of school and district sites.</p>	<p>Technology Services will continue to acquire and install all needed hardware and software for implementation of a single district wide email system.</p> <p>A Plan will be developed for conversion from existing systems to this on a school by school basis</p> <p>Access to email will be integrated into the single sign-on portal.</p>	<p>Installation records will provide progress information for system implementation.</p> <p>Established user groups, e.g. high school technology representatives, provide feedback as the user interface page is being developed.</p>
<p>YEAR 1: Complete implementation of a pilot project of identified email system</p>		
<p>YEAR 2: Complete implementation of single email system to 25% of school and district sites.</p>		
<p>YEAR 3: Complete implementation of single email system to 50% of school and district sites.</p>		
<p>YEAR 4: Complete implementation of single email system to 75% of school and district sites.</p>		
<p>YEAR 5: Complete implementation of single email system to 100% of school and district sites.</p>		

CURRICULUM AND INSTRUCTION
GOALS, OBJECTIVES, BENCHMARKS, ACTIVITIES AND EVALUATION

GOAL # 4 OF 4: INCREASE PARENT AND COMMUNITY AWARENESS AND INVOLVEMENT IN EDUCATIONAL PROCESSES		
<i>OBJECTIVE AND BENCHMARKS</i>	<i>ACTION PLANS</i>	<i>EVALUATION</i>
<p>OBJECTIVE 2 OF 2: Extend access to electronic resources to 40% of the high poverty, FUSD-served neighborhoods through community resource centers, business access points, extended school hours, and community partnerships to bring low/no cost access to all stakeholders.</p>	<p>During year one, efforts will focus on collecting information from existing community resource sites, planning for needed access and development of funding options including grant writing and partnership development.</p>	<p>Data collection and monitoring of technology use at existing sites and parent surveys will provide feedback on use and effectiveness.</p>
<p>YEAR 1: Evaluate current resources and access points to guide planning and maximize potential.</p>	<p>Meet with community parents by neighborhoods to determine needs.</p> <p>Evaluate the implementation of the Lincoln Elementary Community Technology Center</p>	
<p>YEAR 2: Provide extended and community access to 10% of the FUSD community through the development of community and business access points, extended school access and low cost connection opportunities.</p>	<p>Meet with business partners and community leaders to develop an implementation plan.</p>	
<p>YEAR 3: Provide extended and community access to an additional 10% of the FUSD community through the development of community and business access points, extended school access and low cost connection opportunities.</p>		
<p>YEAR 4: Provide extended and community access to an additional 10% of the FUSD community through the development of community and business access points, extended school access and low cost connection opportunities.</p>		
<p>YEAR 5: Provide extended and community access to an additional 10% of the FUSD community through the development of community and business access points, extended school access and low cost connection opportunities.</p>		

EVALUATING THE CURRICULUM COMPONENT

Evaluation of student learning is an ongoing process in Fresno Unified. A district wide web-based online data system developed during the past two years by the Fresno Unified Research, Evaluation, and Assessment department allows for context specific access to student information and tracking of students within specific projects. This system allows for the collection, organization, disaggregating, and analysis of annual state assessments, district benchmark assessments, attendance tracking

and multiple other data. As technology tools are integrated into instruction, correlations of student performance with level of use will be examined annually using existing data and online technology surveys. This data will be evaluated annually by the Technology Strategic Plan Revision Committee as part of the ongoing Technology Plan monitoring and revision process and used in future plan development.