

FRESNO UNIFIED SCHOOL DISTRICT

A large, faint watermark of a graduation cap (mortarboard) is centered on the page. The cap is light blue and purple, with a tassel hanging down. The text of the title is overlaid on the cap.

EDUCATION
TECHNOLOGY
STRATEGIC PLAN

JULY 1, 2005- JUNE 30, 2010

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SECTION 1 EXECUTIVE SUMMARY

The 2005-2010 Educational Technology Plan is intended to serve as both a guide for decision-making and an instrument to monitor and evaluate progress toward identified goals and objectives. In addition, it serves to meet the requirements and guidelines for technology planning, outlined by the California State Department of Education, E-rate, and Title II, Part D of No Child Left Behind.

Technology is not an end in itself but is a means of supporting the needs, goals, and objectives identified in each of the sections of the District Plan.

Each section of this plan reflects a belief in the potential of technology tools to transform teaching, learning, and communication within Fresno Unified. A preview of this vision is evident in the following description of ways that technology can change the teaching and learning process

- ◆ Teachers, students and parents have universal access to a wide variety of electronic resources that directly correlate to the standards and curriculum and enhance teaching.
- ◆ Teachers, students and parents become proficient users of technology tools and resources.
- ◆ Teachers, administration and parents have access to real-time student data that informs instruction and increases home school connections.
- ◆ All students develop information literacy skills as they participate in structured, guided online collaborative, real-world research projects.
- ◆ Students have access to software tools that provide review, reteaching, and acceleration.
- ◆ Adaptive technologies are available to assist all students.
- ◆ Technology and the Internet provide new opportunities for real world connections.
- ◆ New opportunities for connections and collaboration exist through Email,

- video conferencing, threaded discussions, and web publishing.
- ◆ Student skill with and motivation to write, read and problem solve is increased with tools such as electronic visual mapping, peer editing, and simulation software.
- ◆ Students and teachers produce high quality products using productivity tools, multimedia, and video tools.
- ◆ Authentic multicultural and multilingual resources accessed through global web, student email, and software resources.
- ◆ Science and mathematic investigations utilize authentic measurement and analysis tools such as ProbeWare, and Global Positioning Software.

The first section, Plan Foundations, provides a high-level perspective of the ongoing technology planning processes and describes the FUSD vision for technology as it connects to district goals.

The second section contains the seven required implementation plan components.

- **Curriculum and Instruction**
- **Professional Development**
- **Infrastructure, Hardware, Technical Support, and Software**
- **Funding and Budget**
- **Monitoring and Evaluation**
- **Adult Literacy**
- **Research and References**

Current assessments of technology status, needs, and resources have set the context for each section, and have guided the development of the objectives and activities outlined below.

CURRICULUM AND INSTRUCTION

This component is the heart of the plan as it serves to focus each additional section on the overall goal of connecting technology to improved student learning. The Strategic Goals and Objectives outlined here have guided the development of all other plan components.

STRATEGIC GOAL 1

IMPROVE STUDENT LEARNING AND PERFORMANCE THROUGH EFFECTIVE USE OF TECHNOLOGY

OBJECTIVES

1. 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.
2. Eighty percent of students district-wide will be proficient as assessed by the requirements of Title II, Part D of No Child Left behind.

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.

3. Twenty five percent 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.
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.

INCREASED EFFECTIVENESS AND EFFICIENCY OF INSTRUCTION

OBJECTIVE

1. A student information system will provide real-time access to attendance, electronic gradebook, and standards tracking.

STRATEGIC GOAL 3

ENHANCED DISTRICT AND SITE OPERATIONS TO SUPPORT CLASSROOM INSTRUCTION AND MANAGEMENT

OBJECTIVE

1. District information systems will be in place and integrated to maximize user specific access to information
 - Business operations,
 - Human Resource management,
 - Telecommunications
 - Technology Services
 - Facilities and operations management.

STRATEGIC GOAL 4

INCREASE PARENT AND COMMUNITY AWARENESS AND INVOLVEMENT IN EDUCATIONAL PROCESSES

OBJECTIVES

1. Complete implementation of a single email system to 100% of school and district sites.
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.

PROFESSIONAL DEVELOPMENT

1. Encourage the movement of teachers, administration and staff along the continuum toward professional technology proficiency as measured by the Standard 16 and the CTAP assessments, through:
 - Continued development of site-based technology leadership/mentors for all schools to provide on-demand learning opportunities,
 - Embedded technology training in content-specific professional development rather than as a stand-alone,
 - Multiple, just-in-time learning options that support individual needs.

2. Increase the effective integration of technology by developing technology mentors/leaders at all district sites. (Abbott & Faris, 2000)
3. Community/parent training will allow all stakeholders to access district resources including Student Information, email and Internet

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

HARDWARE

1. Define and implement an annual equipment replacement plan to replace administrative, teacher, and classroom workstations on a five-year rotating basis.

TECHNICAL SUPPORT

1. Increase site based support and training to keep pace with increasing numbers of computers with the goal of reducing the ratio of computers to support by 10% per year.
2. Develop written protocols for repetitive technical tasks.

SOFTWARE

1. Complete migration to one district email system by June 2010.
2. Update district web sites to include grade level and content specific links to standards-based lesson plans and identified grade level appropriate electronic resources.
3. Move toward standardization in district supported applications.

INFRASTRUCTURE

1. Continue the process of assessing and upgrading Wide Area and Local Area Networks to meet increasing instructional and professional development needs for video and audio.

FUNDING AND BUDGET

1. Implement a technology replacement policy across the district.
2. Budget development process that aligns with identified priorities for funding and project timelines.
3. "Total Cost of Ownership" analysis for decision making and planning with distinctions between ongoing and one-time costs.
4. District and site planning will identify multiple sources at district and site levels, such as:
 - a. Technology Grants,
 - b. Higher Ed. and Community Partnerships,
 - c. Intervention Funding

MONITORING AND EVALUATION

Monitoring and evaluation plans built into each component will provide for ongoing plan review and revision.

1. Data sources, new and existing will be coordinated with REA to ensure efficiency.
2. Periodic reviews of plan components will keep document dynamic.
3. All components will be reviewed at least once annually with the revised plan presented to the Superintendent and Board of Education