

SECTION 2: INTRODUCTION

TECHNOLOGY VISION

Over the past two decades, district stakeholders have participated in a tradition of strategic planning for education technology building a broad historical foundation for the development of this plan. The standards and guidelines of both state and federal requirements have supplied a defined plan structure, while the goals, objectives, and activities are drawn from a close review of current data and relevant research.

Emphasis continues to remain with the integration of technology into the learning process to address diverse learning needs and provide powerful, real world tools and resources. Additionally, the ability of data tools to strengthen assessment and accountability is considered a powerful means of employing technology to improve student achievement.

The long-range technology goal for FUSD is to develop technology programs that provide opportunities for all students to become superior, highly motivated, and self-directed learners. Students need to be critical thinkers, effective communicators, and technology-literate citizens. To produce students who are successful in the pursuit of higher education and in the workplace, FUSD must continue to make technology integral to teaching, learning, assessing, and managing. Annual technology planning activities and budget decisions will reflect this long-range strategic focus. To the greatest extent possible, priorities and decisions are made with an eye to the future and with an understanding that technology is only one component to achieving the FUSD vision for our students.

THE ROLE OF TECHNOLOGY IN SCHOOL IMPROVEMENT

The intent of this plan is to focus the learning, management and communication tools that technology

provides on school improvement efforts throughout Fresno Unified.

School improvement efforts are transformed through the application of standards-connected teaching and learning resources, real-time student information and assessment data, standards tracking, technology enabled home-school communications and efficient school management.

PLAN DURATION

This document defines a five-year plan to provide sufficient time to implement change across district schools and departments, however, it is expected that revisions and addendums to the plan will be brought forward on an annual basis.

Four Strategic Goals defined in the previous plan continue to provide direction through the next five years in meeting the distinctive challenges of connecting proven and innovative technologies to improving student

STRATEGIC PLAN

- GOAL 1**
IMPROVE STUDENT LEARNING AND PERFORMANCE THROUGH EFFECTIVE USE OF TECHNOLOGY
- GOAL 2**
INCREASED EFFECTIVENESS AND EFFICIENCY OF INSTRUCTION
- GOAL 3**
ENHANCED DISTRICT AND SITE OPERATIONS TO SUPPORT CLASSROOM INSTRUCTION AND MANAGEMENT
- GOAL 4**
INCREASE PARENT AND COMMUNITY AWARENESS AND INVOLVEMENT IN EDUCATIONAL PROCESSES

learning, providing equitable technology access and support, secure, timely information flow, and coordinated sustained professional development for all members of the learning community. Identified instructional and business needs make it necessary to develop a systematic plan for providing adequate hardware, software, training, technical support and connectivity to all students, teachers, and support staff.

Adequate funding for technology continues to be an issue. To fully implement the 2005-2010 plan a variety of funding sources will need to be utilized, including those provided through district general funds, designated state and federal funds, private grants, partnerships, E-rate and local bond monies.

IMPACT OF LIMITED FUNDING

Unusually limited funding over the past four years has resulted in numerous delays in implementation of the 2001-2005 Plan. Those objectives most impacted include:

1. An inability to meet the need for updated computers, training, and technology support in schools;
2. Unmet needs for powerful teaching and learning tools due to infrastructure inadequacy.
3. Delay in providing efficient and effective communication tools
4. Limited training options for district staff, with technology integration training most impacted.
5. Delays in implementation of web based district information and data management systems.

Special thanks to the members of the Plan Revision Task Force for the hours spent reviewing data, gathering information and providing input into this plan

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TASK FORCE PROCESS NARRATIVE

The overall work of this group has been to evaluate the status and needs for technology and to develop strategic priorities to address those needs.

Members participated in subcommittees to look at needs in the following areas:

- Student Learning Needs/Solutions
- Tools For Effective Teaching and Administration
- Professional Development
- Software- Needs and Practices
- Hardware- Inventory/Replacement
- Technology Support
- Business Services/Information Management
- Networking and Infrastructure

During meetings over the past four months participants have:

1. Evaluated the status of the current technology plan;
2. Examined the status of current FUSD technology projects;
3. Gathered input from groups they represent
4. Reviewed national technology standards, performance indicators and rubrics; and,
5. Evaluated district technology data with regard to hardware, wiring, resource use, professional development needs, proficiencies and current projects;

From these activities, identified needs and continuing issues have provided the foundation for planning.

CONTINUING PROCESS

Technology planning is effective to the degree that the plan is implemented. To that end, this plan is a dynamic, living document with ongoing processes for measuring progress toward identified goals and objectives.

Plan components include processes to foster needed monitoring and revision processes, including:

- ◆ Easy access to plan components and resources through web access;
- ◆ Clearly identified goals and objectives for the next 5 years;
- ◆ Measurable objectives, action plans and evaluation plans for each goal;
- ◆ Annual meetings of the Strategic Plan Committee to review progress;
- ◆ Ongoing content discussions to identify and compile Best Practice

resources for technology integration that support standards by content area and grade level;

- ◆ Monitoring of school technology profiles to support site planning;

ALIGNED WITH STATE AND FEDERAL GOALS

This 2005-2010 strategic plan has been developed in close alignment with the specifications of both State and Federal guidelines and by utilizing suggested resources and data reports.

RECOMMENDED GUIDELINES FOR TECHNOLOGY PLANNING

The planning process, structure, and content guidelines for plan California State Board of Education adopted *Educational Technology Planning: A Guide for School Districts*. These recommendations are the guide for the FUSD plan and the interview questions have provided a framework for needs assessments and plan development.

The California School Technology Survey is an annual data collection, which is analyzed internally to measure technology integration in FUSD classrooms.

The completion of the online California Technology Assessment Profile (CTAP2) by district teachers and administrators has provided data regarding technology proficiencies and use.

John Guglielmino, Coordinator of the California Technology Assistance Project (CTAP) Region 7 Office, and Carmel Draper, Fresno County sub-regional Technology Coordinator, also provide ongoing consultation and guidance for planning and implementation

FEDERAL TECHNOLOGY GUIDELINES

Although a new National Technology plan is soon to be released all requirements for technology planning outlined in the Enhancing Education Through Technology (Title II, Part D) of the No Child Left Behind are addressed ad well.

Finally, the ISTE/CARET Education Technology Research Project which provides a review of relevant education technology research, is a valuable tool used by subcommittees in plan development.