Hamburg CSD-Advanced Technology

2016-2021

Technology Integration

The Hamburg Community School District believes that technology integration is vital to the success of our students. We recognize that technology is one tool used by quality educators to reinforce learning in the classroom. We also recognize that technology is an ever-changing field that requires on-going professional development. Our technology integration plan is a two-part system:

1) **Professional Development**-All employees of the Hamburg Community School District must be proficient in the use of technology. We will address professional development is through a certification program. Through our Teacher Leadership and Compensation (TLC) leadership team will develop a four level certification program. Level #1 will be based upon basic skills necessary to operate a computer and utilize it in the classroom environment. Level #2-#4 will be progressive certifications to assure our teachers/staff are capable of delivering a high quality technology curriculum. These plans are further defined in the technology section of our strategic plan.

2) **Technology Tools**-It is vital that our students have access to the latest technology and academic courses that provide the knowledge on how best to utilize technology to improve student learning. We recommend a one-to-one computer program for all students in grades K thru 8th grade. By providing a one-to-one computer program we are allowing children to extend the learning day and we create a level playing field for children who may not have the resources to have a home computer. We recommend using one-to-one Chromebooks for grades K-3 and one-to-one laptop computers for grades 4-8.

3) **Classroom Supports**-We will utilize our Teacher Leadership and Compensation Grant to hire a K-12 Instructional coach. The Instructional Coach will demonstrate technology use in classrooms and help teachers develop lesson plans that integrate technology. The Teacher Leadership and Compensation Grant will become part of the regular state formula so it is on-going funding and allows for sustainability.

21 Century Classroom Principles

- Flexible--Mobile
  - Multiple seating arrangements
  - Easily change room arrangement

- Technology enhances the students ability to:
  - Connect
  - Communicate
  - Collaborate
  - Create

- Teacher Directed Student Led:
  - Relevance
  - High levels of engagement
  - High levels of student productivity
  - Gradual Release

- Teacher introduces students to content by designing a problem worth:
  - Reading about
  - Writing about
  - Researching
  - Solving

The Hamburg Community School District Technology Vision

Hamburg Community School District desires to create a learning community where all students and teachers have access to information and technology, opportunity to cultivate communication, digital collaboration, digital creativity, and critical thinking skills necessary for living and working in the 21st century.

The 4Cs

The 4Cs include Communication, Collaboration, Critical Thinking, and Creativity.

Teachers' Use of the 4Cs

RESEARCH

Frequency of Student Computer Use in the Classroom	Regular use of technology in the classroom is a precursor for connected, transformative learning. (Horizon Report, 2013)
Communication/Teacher Use of Digital Communication Tools	Digital communication increases students' abilities to connect with real world readers, increasing engagement. (Pew Research Center, 2013)
Collaboration/Teacher Use of Digital Collaboration Tools	More opportunities to collaborate digitally foster better teamwork skills. (National Writing Project, 2013)
Critical Thinking/Teacher Use of Tech for Critical Thinking	Most employers cite critical thinking as the most valuable capacity required of staff. (Adobe Education Report, 2013)
Creativity/Teacher Use of Digital Creativity Tools	Creativity, innovation, and adaptability are the key traits to being a successful employee in high-growth, emerging industries (Pew Research Center, 2013).

Goal #1:

The percentage of teachers that ask students at least monthly to communicate; collaborate; conduct critical thinking activities; and create projects using technology, will increase each year, as reflected in BrightBytes Clarity reports and walk-through data.

Students' Use of the 4Cs

RESEARCH

Frequency of Student Computer Use in the Classroom	Regular use of technology in the classroom is a precursor to connected, transformative learning. (Horizon Report, 2013)
Communication/Student Use of Digital Communication Tools	Digital communication increases students' abilities to connect with real world readers, increasing engagement. (Pew Research Center, 2013)
Collaboration/Student Use of Digital Collaboration Tools	More opportunities to collaborate digitally foster better teamwork skills. (National Writing Project, 2013)
Critical Thinking/Student Use of Tech for Critical Thinking	Most employers cite critical thinking as the most valuable capacity required of staff. (Adobe Education Report, 2013)
Creativity/Student Use of Digital Creativity Tools	Creativity, innovation, and adaptability are the key traits to being a successful employee in high-growth, emerging industries (Pew Research Center, 2013).
Frequency of Elementary Student Computer Use in the Classroom	Regular use of technology in the classroom is a precursor to connected, transformative learning. (Horizon Report, 2013)
Communication/Elementary Use of Digital Communication Tools	Digital communication increases students' abilities to connect with real world readers, increasing engagement. (Pew Research Center, 2013)
Collaboration/Elementary Student Use of Digital Collaboration Tools	More opportunities to collaborate digitally foster better teamwork skills. (National Writing Project, 2013)
Critical Thinking/Elementary Student Use of Tech for Critical Thinking	Most employers cite critical thinking as the most valuable capacity required of staff. (Adobe Education Report, 2013)
Creativity/Elementary Student Use of Digital Creativity Tools	Creativity, innovation, and adaptability are the key traits to being a successful employee in high-growth, emerging industries (Pew Research Center, 2013).

Goal #2:

The percentage of students that report that their teachers ask them at least monthly to write online; collaborate online with other students and their teachers; collect and analyze data; and make multimedia presentations, will increase each year, as reflected in BrightBytes Clarity reports.

Digital Citizenship

Teachers' Digital Citizenship

RESEARCH

Time Teachers Spend Teaching Digital Citizenship Per Year	Students with strong digital citizenship skills are better able to cultivate safe online profiles that support their goals in college and career. (Richardson & Mancabelli, 2013).
Knowledge of and Comfort with Digital Citizenship Topics	To support children, teachers must be confident with their own digital citizenship skills. (National Cyber Security Alliance, 2013).

Goal #3:

The percentage of teachers who teach online safety, the legal use of web content, cyberbully prevention, creating an online presence, and using social networks for learning, more than three hours a year, will increase each year, as reflected in BrightBytes Clarity reports.

Students' Digital Citizenship

RESEARCH

Students Reported the Following	Students with strong digital citizenship skills are better able to cultivate safe online profiles that support their goals in college and career. (Richardson & Mancabelli, 2013).
Student Sources of Advice on Responsible Internet/Cell Usage	Students who receive support on responsible technology use are less likely to engage in cyberbullying or other negative online behaviors. (Pew Research Center, 2013).
Elementary Students Report Being Taught by Their Teachers How to	Students with strong digital citizenship skills are better able to cultivate safe online profiles that support their goals in college and career. (Richardson & Mancabelli, 2013).

Goal #4:

The percentage of students who report that they are taught, at least monthly, how to cite information found online, how to share information about themselves online, how to act respectfully online, and how to respond to online bullying, will increase each year, as reflected in BrightBytes Clarity reports.

Assistive Technology

RESEARCH

Frequency of Assistive Technology Use	Teachers who provide assistive technology support to students in both special education and general education tend to differentiate and personalize instruction more often. (CAST, 2013).
Teacher Involvement in Assistive Technology	Teachers who are involved in assistive technology decisions feel greater ownership over the process, and they are more likely to use assistive technology in their classrooms. (CAST, 2013).
Frequency of Online Use Among Teachers	When content and assignments are posted in online spaces, students can learn at their own pace, increasing student outcomes. (Richardson, 2013).
Frequency of Teachers Using Digital Textbooks in Class	Content is no longer scarce. Digital textbooks allow both teachers and students to benefit from unlimited access to the most cutting-edge thinking in a field of study. (Horizon Report, 2013).
Frequency of Digital Display Device Usage in the Class	Teachers who frequently use digital displays are more comfortable using digital media with students for learning. (Pew Research Report, 2013).

Goal #5:

The percentage of teachers who at least monthly post course materials online, post homework online, and use online audio and video content, will increase each year, as reflected in BrightBytes Clarity reports and walk-through data.

Parents

RESEARCH

Knowledge of and Comfort with Digital Citizenship Topics	Parents who are comfortable talking with their children about staying safe online can increase students' digital citizenship skills. (Common Sense Media, 2010).

Goal #6:

Connectivity

Bandwidth

RESEARCH

Bandwidth Per User	The State Education Technology Directors Association recommends 100 Mbps per 1,000 users growing to 1 Gbps in by 2017 (2012, The Broadband Imperative). Similarly, the Next Generation Assessment consortia have also set bandwidth recommendations for their online tools (PARCC=100 kbps/student, SBAC=20 kbps/student for basic assessment, 50kbps/student for media rich assessment).

Goal #7:

By 2017, the district will provide at least 1 Gbps per 1,000 users (community)

For Teachers

Teachers at School

RESEARCH

Teacher Access to a Computer in the Classroom	Access to high quality computers enhances a teacher's ability to design and execute 21st century learning. (Walden University Study, 2013).
Teachers Allowed to Take School-Owned Mobile Computers Home	Access to a device at home increases teachers' access to anytime, anywhere learning. (Pew Research Center, 2013).
Overall Ease of Getting Computers When Needed	Access to computers increases a teacher's ability to teach digital communication, collaboration, creativity, and critical thinking. (Walden University Study, 2013).
Ease of Getting Computers on Carts and in Labs When Needed	Access to computers increases a teacher's ability to teach digital communication, collaboration, creativity, and critical thinking. (Walden University Study, 2013).
Quality of Technology at School	Low quality technology prevents teachers from taking risks and experimenting with transformative learning. (Pew Research Center, 2013).
Availability of School Information Systems for Teachers	Access to a school information system allows teachers to handle administrative tasks and communicate more easily. (Pew Research Center, 2013).

Goal #8:

All teachers will have access to their own high-quality, fast Internet-connected, mobile device and peripherals throughout the school day.

Teachers at Home

RESEARCH

Teacher Access to Computers at Home	Teachers who have access to computers at home are more likely to use technology more frequently and have better technology skills. (US Census, 2011)
Teacher Access to Specific Types of Computers at Home	Teachers who own multiple digital devices are more likely to have unrestricted access to a device for instructional planning. (Pew Research Center, 2013).
Teachers Allowed to Take School-Owned Mobile Computers Home	Access to a device at home increases teachers' access to anytime, anywhere learning. (Pew Research Center, 2013).
Teacher Access to Internet and Wireless at Home	Internet connectivity at home increases teachers' access to digital classroom resources and informal professional development. (Commerce Department, 2012).
Teacher Access to Smartphones	Teachers who use smartphones regularly are more likely to have good online skills and better digital citizenship. (Pew Research Center, 2011).
Teacher Access to Personal Technology at Home	Teachers who own mulitple digital devices are more likely to think flexibly about the ways that technology can be used in the classroom. (National Academies Press, 2012).

Goal #9:

All teachers will have access to their own high-quality, Internet-connected, mobile device outside of the school day to communicate electronically with students, other teachers, and school administrators; to conduct research for their students and their assignments; to collaborate with teachers at other schools; and to learn foundational and online technology skills.

For Students

Students at School

RESEARCH

Typical Student-to-Computer Ratio in Schools Reported by Teachers	Students who have to share devices are less likely to engage in content creation. (Pew Research Center, 2013).
Student Access to a Computer in the Classroom	Access to high quality computers enhances a teacher's ability to design and execute 21st century learning. (Walden University Study, 2013).
Teachers Allowed to Take School-Owned Mobile Computers Home	Access to a device at home increases teachers' access to anytime, anywhere learning. (Pew Research Center, 2013).
Overall Ease of Getting Computers When Needed	Access to computers increases a teacher's ability to teach digital communication, collaboration, creativity, and critical thinking. (Walden University Study, 2013).
Ease of Getting Computers on Carts and in Labs When Needed	Access to computers increases a teacher's ability to teach digital communication, collaboration, creativity, and critical thinking. (Walden University Study, 2013).
Quality of Technology at School	Low quality technology prevents teachers from taking risks and experimenting with transformative learning. (Pew Research Center, 2013).

Goal #10:

In two years, all students in grades 6-12 will have access to their own high-quality, fast Internet-connected, mobile device throughout the school day.

Students at Home

RESEARCH

Student Access to Computers at Home	Students who have greater access to computers at home have increased opportunities for anytime, anywhere learning (Pew Research Center, 2012).
Student Access to Specific Types of Computers at Home	Students who have greater access to computers at home have increased opportunities for anytime, anywhere learning (Pew Research Center, 2012).
Students Allowed to Take School-Owned Mobile Computers Home	Students who have greater access to computers at home have increased opportunities for anytime, anywhere learning (Pew Research Center, 2012).
Student Access to Internet and Wireless at Home	Access to the Internet and Wireless at home makes students more likely to have good online skills and increases access to learning resources (Pew Research Center, 2012).
Student Access to Smartphones	Students who have access to smartphones may be able to use those phones to access digital learning resources or interactive activities (Pew Research Center, 2012).
Student Access to Personal Technology at Home	Students who own multiple digital devices are more likely to think flexibly about digital content creation. (National Academies Press, 2012).

Goal #11:

In two years, all students in grades 6-12 will have access to their own high-quality, Internet-connected, mobile device outside of the school day.

Parents

RESEARCH

Parent Access to Computers at Home	Parents who have access to computers at home are more likely to use technology more frequently and have better technology skills. (Pew Research Center, 2012).
Parent Access to Specific Types of Computers at Home	Parents who have access to computers at home are more likely to use technology more frequently and have better technology skills. (Pew Research Center, 2012).
Parent Access to Internet and Wireless at Home	Internet and wireless use helps parents access learning resources, which can benefit their children's learning. (Pew Research Center, 2013).
Parent Access to Smartphones	Parents who have an Internet connection at their fingertips are more likely to benefit from digital communication portals used by many schools. (Pew Research Center, 2013).
Parent Access to Personal Technology at Home	Parents who have access to multiple devices may be more open to BYOT or 1:1 programs. (National Academies Press, 2012).

Goal #12:

The district will assess home connectivity and will work with the community to set up hotspots for 24/7 connectivity.

Bandwidth

RESEARCH

Bandwidth Per User	The State Education Technology Directors Association recommends 100 Mbps per 1,000 users growing to 1 Gbps in by 2017 (2012, The Broadband Imperative). Similarly, the Next Generation Assessment consortia have also set bandwidth recommendations for their online tools (PARCC=100 kbps/student, SBAC=20 kbps/student for basic assessment, 50kbps/student for media rich assessment).

Goal #13:

By 2017, the district will provide at least 1 Gbps per 1,000 users.

Foundation Skills

Teachers' Foundational Skills

Confidence and Frequency of Teacher Use of Foundational Skills	Teachers with strong foundational skills are more confident about their ability to implement digital instruction. (National Academies Press, 2000).
Teachers' Perceptions of Their Ability To	Teachers who are able to fix their own technology problems are more likely to try innovative instructional designs in the classroom. (National Academies Press, 2000).
Teachers' Usage of Resources for Learning	Teachers who prefer to access digital resources for their own learning are more likely to use digital resources in the classroom. (National Writing Project, 2013).

RESEARCH

Goal #14:

Teachers will improve their foundational skills (such as solving their own technology problems), as reflected in BrightBytes Clarity scores, each year.

Students' Foundational Skills

RESEARCH

Confidence and Frequency of Student Use of Foundational Skills	Strong student foundational skills are needed for college and career readiness. (National Governors Association Center for Best Practices, 2010).
Students' Perceptions of Their Ability To	Students who believe that they are able to fix their own technology problems are more likely to persevere in many areas of life when problems become more difficult. (Duckworth, 2012).
Students' Use of Resources for Learning	Students prefer to learn from digital and multimedia-rich resources. (National Writing Project, 2013).
Confidence and Frequency of Elementary Student Use of Foundational Skills	Strong student foundational skills are needed for college and career readiness. (National Governors Association Center for Best Practices, 2010).
Elementary Students' Perception of Their Ability To	Students who believe that they are able to fix their own technology problems are more likely to persevere in many areas of life when problems become more difficult. (Duckworth, 2012).

Goal #15:

Students will improve their foundational skills as reflected in BrightBytes Clarity scores, each year.

Teachers' Online Skills

RESEARCH

Confidence and Frequency of Teacher Use of Online Skills	Teachers who have strong online skills are better able to collaborate on documents and use other web-based tools that increase collaboration in the classroom. (Pew Research Center, 2013).
Teacher Social Network Usage by Network	Teachers who use a variety of social networks, especially those designed for professional learning, have increased access to instructional resources. (Swanson, 2012).
Frequency of Teacher Social Network Use	Teachers who participate in social networks regularly are better prepared to create digital, connected learning experiences for students. (ISTE, 2010).

Goal#16:

Teachers will improve their online skills (such as using the Internet to communicate and collaborate), as reflected in BrightBytes Clarity scores, each year

Students' Online Skills

RESEARCH

Confidence and Frequency of Student Use of Online Skills	Students with strong online skills are more likely to be successful with learning tasks that require digital collaboration or digital creativity. (National Academies Press, 2012).
Student Social Network Usage by Network	Students who use a variety of social networks are more likely to be able to transfer their learning to classroom digital tools, such as a learning management system or blog. (National Academies Press, 2012).
Frequency of Student Social Network Use	Students who participate in social networking frequently have greater access to personalized learning and build a positive digital footprint. (Swanson, 2012).
Confidence and Frequency of Elementary Student Use of Online Skills	Students with strong online skills are more likely to be successful with learning tasks that require digital collaboration. (National Academies Press, 2012).

Goal #17:

Students will improve their online skills (such as using the Internet to communicate and collaborate), as reflected in BrightBytes Clarity scores, each year.

Multimedia Skills

Teachers' Multimedia Skills

RESEARCH

Confidence and Frequency of Teacher Use of Multimedia Skills	Teachers who have strong multimedia skills are better prepared to engage students in digital creativity. (ISTE, 2010).

Goal #18:

Teachers will improve their multimedia skills (such as recording audio and video, and using software to edit projects), as reflected in BrightBytes Clarity scores, each year.

Students' Multimedia Skills

RESEARCH

Confidence and Frequency of Student Use of Multimedia Skills	Students with strong multimedia skills are more likely to be successful with learning tasks that require digital creativity. (National Academies Press, 2012).
Confidence and Frequency of Elementary Student Use of Multimedia Skills	Students with strong multimedia skills are more likely to be successful with learning tasks that require digital creativity. (National Academies Press, 2012).

Goal #19:

Students will improve their multimedia skills (such as recording audio and video, and using software to edit projects), as reflected in BrightBytes Clarity scores, each year.

Parents

RESEARCH

Extent of Parents' Foundational Skills	Parents with strong online skills are more likely to feel comfortable assisting their children with digital learning assignments (Pew Research Center, 2013).
Extent of Parents' Technology Abilities	Parents who believe they can solve their own technology problems or learn new technologies more easily are much more likely to support technology initiatives, such as BYOT or 1:1 programs (Pew Research Center, 2012).
Extent of Parents' Online Skills	Parents with strong online skills are more likely to feel comfortable assisting their children with digital learning assignments (Pew Research Center, 2013).
Parent Social Network Usage by Network	Schools that develop online portals on parents' preferred social networks enhance the home-school connection. (Ferriter, Ramsden, & Sheninger, 2011).
Frequency of Parent Social Network Use	Parents who use social networks frequently may be more likely to engage in home-school partnerships (Mazza, 2013).
Extent of Parents' Multimedia Use	Parents with strong multimedia skills are more likely to feel comfortable assisting their children with digital learning assignments (Pew Research Center, 2013).

Goal #20:

The district will create online portals and social networks to "push out" information to parents which will be measured as part of the district's communication plan.

Environment
Beliefs

RESEARCH

How Students and Teachers Feel about Technology for Learning	Teacher and student beliefs about technology strongly influence classroom learning. (PBS Learn, 2012).
Teacher Interactions with Technology	Teachers are better able to redesign classroom environments for learning when they have skills in classroom management w/ tech and searching with digital resources.(Walden University Study, 2013).
Students' Perceptions of Obstacles to Using Technology	Students are less engaged in learning when they perceive a negative impact from school rules, teacher behaviors or tech access. (Project Tomorrow, 2012).
How Elementary Students Feel about Technology for Learning	Teacher and student beliefs about technology strongly influence classroom learning. (PBS Learn, 2012).

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Goal #21:

The number of teachers and students that strongly believe in the benefits of using technology for learning will increase each year, as indicated by BrightBytes Clarity reports.

Parents

RESEARCH

Parents Believe the Following	Tech initiatives are more successful when parents believe tech can enhance learning.(LEAD Commission National Survey, 2012).

Goal #22:

The district will educate parents by providing information about school technology initiatives and will survey them to gather their input. i.e. ILC classrooms, One to One computers.

The 3Ps

The 3Ps include Policies, Practices, and Procedures.

Policies

RESEARCH

School policy around access to devices and the internet	Some schools enforce restrictive policies that stifle 4Cs implementation because they fear students will access inappropriate websites or engage in Internet-based cheating (Edweek, 2013).

Goal #23:

The percentage of teachers and students that report that school filters prevent access to websites needed for classes will decrease each year, as reflected in BrightBytes Clarity reports.

Practices

RESEARCH

Frequency of technology discussions during	When teachers discuss technology use during faculty meetings, observations, and department meetings, they're more likely to believe that it's valued within the school culture (Richardson & Mancabelli, 2011).

Goal #24:

The frequency of technology discussions during department or grade-level team meetings, evaluations, and class observations will increase each year, as reflected in BrightBytes Clarity reports. The number of teachers that are rewarded for integrating technology will increase each year, as reflected in BrightBytes Clarity reports.

Procedures

RESEARCH

Teachers allowed to take school-owned mobile computers home	When teachers are able to take home school-owned mobile devices, they're better able to teach with technology and take advantage of informal PD (Center for American Progress, 2013).
Students allowed to take school-owned mobile computers home	Students who are permitted to take home school-owned mobile devices are better able to participate in anytime, anywhere learning (Ferriter, 2010).

Goal #25:

The number of teachers and students that are allowed to take school-owned mobile computers home will increase each year, as reflected in BrightBytes Clarity reports.

Year 3 Actions:

Comments

Technology Support

RESEARCH

Quality of Technology Support Reported by Teachers	Teachers are more likely to integrate technology if they perceive tech support quality to be high; it increases confidence that someone will help if problems arise. (LEAD Commission National Survey, 2012).
Speed of Technology Support Reported by Teachers	"Just in time" tech support builds teachers' confidence and can transform instruction, since teachers worry less about loss of instructional time. (Walden, 2012).
Student participation in technology support	High levels of student tech support signal a culture that honors expertise and interest. (Educational Leadership, 2012).

Goal #25:

The quality and speed of technology support, and student participation in technology support, will increase each year, as reflected in BrightBytes Clarity reports.

Actions:

Instructional Technology Support

RESEARCH

Instructional Technology Coaching	Teachers who receive coaching in the use of technology tools to improve student learning, and who learn from and collaborate with peers via professional learning communities, will develop confidence and effectiveness in designing and supporting technology-rich environments that maximize student learning (ISTE White Paper, 2011).

Goal #26:

Teachers will receive 20 to 30 hours of one-on-one instructional coaching (consultation, collaboration, and coaching) throughout the school year, including a significant amount of coaching on the integration of technology into the curriculum. (See IASB Summary of Legislation 1013 and ISTE White Paper on Technology, Coaching, and Community)

Professional Learning

RESEARCH

Time and Quality of Professional Development	Research shows that teachers need at least 14 hours of high quality PD on a single topic for effective classroom teaching.(Center for American Progress, 2013).
Expressed Teacher Interest in Technology PD Topics	Adult learners value choice and interest when it comes to learning. (Pink, 2011).

Goal #27:

All teachers will participate in at least 15 hours of high-quality educational technology professional development each year that is focused on integrating technology into their curricula.

ACCESS

GOAL/TASK: To provide equitable, appropriate access to technology for all staff and students.

Action 1: Increase wireless access density in the building.

Action 2: Identify classroom/content area needs for computing devices.

Action 3: Standardize access to computing devices within each building based on classroom needs.

Action 4: Inventory hardware at each building.

Action 5: Provide a computer device for every student which they can take home each day.

Action 6: Standardize technology use procedures for district.

Action 7: Provide annual training on technology use procedures.

Action 8: Develop a staff handbook (Guide to Hamburg CSD Technology Use) to specifically address guidance for the use of technology within the district.

Action 9: Provide building professional development to identify and access resources.

ENVIRONMENT

GOAL/TASK: To enable and promote a culture of collaboration and technology use that enhances learning for all Hamburg Community School District staff and students.

Action 1: Provide building level professional development to identify and access resources.
(Note: Network/District/Building resources should be listed in handbook)

Action 2: Standardize access to computing devices within each content area.

Action 3: Purchase a wireless laptop for each classroom teacher.

Action 4: Maintain one wired laptop in each elementary to support on-line testing.

Action 5: Continue efforts to re-design learning spaces to support the use of current and future technologies that support 21st Century Learning (ILC Classrooms).

Action 6: Communicate requirements for access to each of the district's wireless networks. (Policy)

Action 7: Update and revise the Hamburg Community School District's Technology Use Policy.

Action 8: Create a student help desktop as an internship or course.

Action 9: Develop building level support teams.

Action 10: Include use of technology in teacher and administrator evaluations.

CLASSROOM

GOAL/TASK: To integrate 21st Century Learning practices into instruction at all levels of Hamburg Community School District.

Action 1: Develop a vision built around the 4C's.

Action 2: Develop and formalize a digital citizenship curriculum K-12.

Action 3: Continue use and integration of Google Apps.

Action 4: Develop use of technology in formative assessment practices.

Action 5: Provide professional development to introduce and train staff on apps and/or instructional strategies that help to personalize education for students with special needs.

SKILLS

GOAL/TASK: To provide continuous opportunities for professional development in the use of technology for staff and encouragement and support of classroom technology integration to support 21st Century Learning.

Action 1: Implement a Student Advisory Team (SAT) at each building (Marnie Simons Elementary/Middle School) for the use of Technology.

Action 2: Implement the Parent's Survey's from Bright Bytes to improve understanding of home Internet use.

Action 3: Explore home/community access statistics and options with local Internet providers.

Action 4: Explore an incentive program for teachers to acquire and use personally owned mobile devices.

Action 5: Communicate student expectations and acceptable use regarding "Bring Your Own Device" (BYOD) to students and parents.

Action 6: Develop Professional Learning Communities (PLC) around the use of mobile technology, online collaboration, and digital based resources.

Action 7: Hire an instructional technology coach.

Action 8: Develop a 1 to 1 computer initiative for students.

Hamburg Community School District
Strategic Planning

TECHNOLOGY ACTION PLAN

Building/District:	District	**Date:**	July 2016
Goal Addressed:	GOAL #1: (ACCESS) TO PROVIDE EQUITABLE, APPROPRIATE ACCESS TO TECHNOLGY FOR ALL STAFF AND STUDENTS.	**Data Point(s) to be changed:**	Access Points, increase computing devices
Student Need:	Access to technology	**Who are the participants in this action?**	All Stakeholders
Strategy:	Improve school districts network thus expanding accessibility for staff and students.		

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Increase wireless access density in all buildings.	Contracted Company	September 2016	May 2017		Wireless Capability the building	Mike Wells Principal	$5,000 General Fund
Provide a one-to-one Chromebook for all K-3 students	K-3 Teachers	September 15, 2016	October 31, 2016		Implementation of one-to-one computer program.	Mike Wells, Principal	We have most of the Chromebook $3500 (SAVE/PPEL)

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Provide a one-to-one Laptop for each student	4-8 Teachers	September 15, 2016	October 31, 2016		Implementation of one-to-one computer program.	Mike Wells, Principal	$50,000 (SAVE/PPEL)
Inventory hardware at each building.	Mike Wells, Principal	September 2016	May, 2017		Inventory list	Mike Wells, Principal	Time/No funds needed
Provide one 30 IPAD "cart" for K-5, and one for 6-8.	Mike Wells, Principal	September 2016	October 31, 2016		Purchase of IPAD Carts	Mike Wells, Principal	$25,000 (SAVE/PPEL)
Standardize technology use procedures for district, and within each building.	Jackie Barrett, TLC	October, 2016	May 20, 2016		Written Technology Procedures	Mike Wells, Principal	Time/No funds needed
Provide annual training on technology use procedures.	Lindsey Tomlinson & Jackie Barrett	August, 2016	Ongoing		Professional Development Plan	Mike Wells, Principal	Time/No funds needed

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Develop a staff handbook (Guide to Hamburg CSD Technology Use) to specifically address guidance for the use of technology within the district.	Staff	August, 2016	October 2016		Completed Guide to Hamburg CSD.	Mike Wells, Principal	Time/No funds needed
Develop student handbook, rules, policies and procedures for one-to-one computer use	Staff	August 2016	October 15, 2016		Handbook, rules, procedures for one to one use	Mike Wells, Principal	Time/No funds needed

Hamburg Community School District
Strategic Planning

TECHNOLOGY ACTION PLAN

Building/District:	District	**Date:**	MAY 2016
Goal Addressed:	GOAL #2: (ENVIRONMENT) TO ENABLE AND PROMOTE A CULTURE OF COLLABORATION AND TECHNOLOGY USE THAT ENHANCES LEARNING FOR ALL HAMBURG COMMUNITY SCHOOL DISTRICT STAFF AND STUDENTS.	**Data Point(s) to be changed:**	Technology Usage
Student Need:	Improved technology use	**Who are the participants in this action?**	All Stakeholders
Strategy:	Improve staff and students ability to utilize technology in learning.		

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Provide building level professional development to identify and access resources. (Network/District/Building resource should be listed in handbook)	Jackie Barrett, TLC Lindsey Tomlinson, Teacher Mike Wells, Principal	August 2016	May 2021		Building Level Professional Development Plan	Mike Wells, Principal	Time/No funds needed
Purchase a wireless laptop for each classroom teacher.	Mike Wells, Principal	August 2016	August 2016		Purchase of laptops	Mike Wells, Principal	$2500 (PPEL/SAVE)

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Continue efforts to re-design learning spaces to support the use of current and future technologies that support 21st Century Learning (ILC classrooms)	Rick Danielson PowerAdvantage (did our first room)	December 2016	May, 2021		*Complete Room 1 (Mrs. Duncan) This is part of our facility plan	Mike Wells, Superintendent	This is included in our proposed General Obligation Bond we recommend in our facility plan. $50,000 each room.
Communicate requirements for access to each of the districts wireless networks. (Policy)	Mike Wells, Principal	Fall, 2016	Ongoing		Requirements for access to the school wireless network. This will be a written policy.	Mike Wells, Superintendent	Time/No funds needed
Update and revise the Hamburg Community school District's Technology Use Policy.	Administration	Fall, 2016	November 10, 2016		Updated Hamburg Community School District's Technology Use Policy.	Mike Wells, Superintendent	Time/No funds needed

Hamburg Community School District
Strategic Planning

TECHNOLOGY ACTION PLAN

Building/District:	District	**Date:**	June 2016
Goal Addressed:	GOAL #3: (CLASSROOM) TO INTEGRATE 21ST CENTURY LEARNING PRACTICES INTO INSTRUCTION AT ALL LEVELS OF HAMBURG COMMUNITY SCHOOL DISTRICT.	**Data Point(s) to be changed:**	1. Create vision 2. Create K-12 Digital Citizenship Curriculum.
Student Need:	Improved classroom instruction and improve student technology skills.	**Who are the participants in this action?**	Administration, Teachers, Students
Strategy:	Improve staff and students ability to utilize technology in learning.		

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Develop a vision built around the 4 C's.	TLC Committee	Fall 2016	December 2016		Vision is stated in the technology plan.	Mike Wells, Superintendent	Time/No funds needed
Develop and formalize a digital citizenship curriculum K-12	Technology Committee	August 2016	August 2017		Developed digital curriculum	Mike Wells, Principal	Time/No funds needed

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Continue use and integration of Google Apps.	Staff	July 1, 2016	July, 2021		Survey of use	Jackie Barrett, TLC Lindsey Tomlinson	Time/No funds needed
Develop use of technology in formative assessment practices.	Technology Committee	Spring 2016	August 2017		Developed Technology Formative Assessments	Mike Wells, Principal	Time/No funds needed
Provided professional development to introduce and train staff on apps and/or instructional strategies that helps to personalize education for students with special needs.	Staff	August 2016	Ongoing		Individual Educational Plans Personal Learning Plans	Mike Wells, Principal	Time/No funds needed

Hamburg Community School District
Strategic Planning

TECHNOLOGY ACTION PLAN

Building/District:	District	**Date:**	March 2014
Goal Addressed:	GOAL #4: (SKILLS) TO PROVIDE CONTINUOUS OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT IN THE USE OF TECHNOLOGY FOR STAFF AND ENCOURAGEMENT AND SUPPORT OF CLASSROOM TECHNOLOGY INTEGRATION TO SUPPORT 21ST CENTURY LEARNING.	**Data Point(s) to be changed:**	1 to 1 computers (number of computers) Teacher Development Instructional Coaches
Student Need:	Quality Classroom Instruction	**Who are the participants in this action?**	All Stakeholders
Strategy:	Improve staff's ability to utilize technology in their classrooms.		

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Implement a Student Advisory Team (SAT) at each building for the use of technology.	Jackie Barrett, TLC Coach	September 2016	Ongoing		SAT Team	Mike Wells, Principal	Time/No funds needed

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	√ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Implement the Parent's Surveys from Bright Bytes to improve understanding of home internet use.	Mike Wells, Principal	Fall 2016	Each May		Bright Bytes Survey	Mike Wells, Principal	Time/No funds needed
Explore home/community access statistics and options with local Internet providers.	Local Provider	January 2017	December 2017		Meeting Agenda	Mike Wells, Superintendent	Time/No funds needed