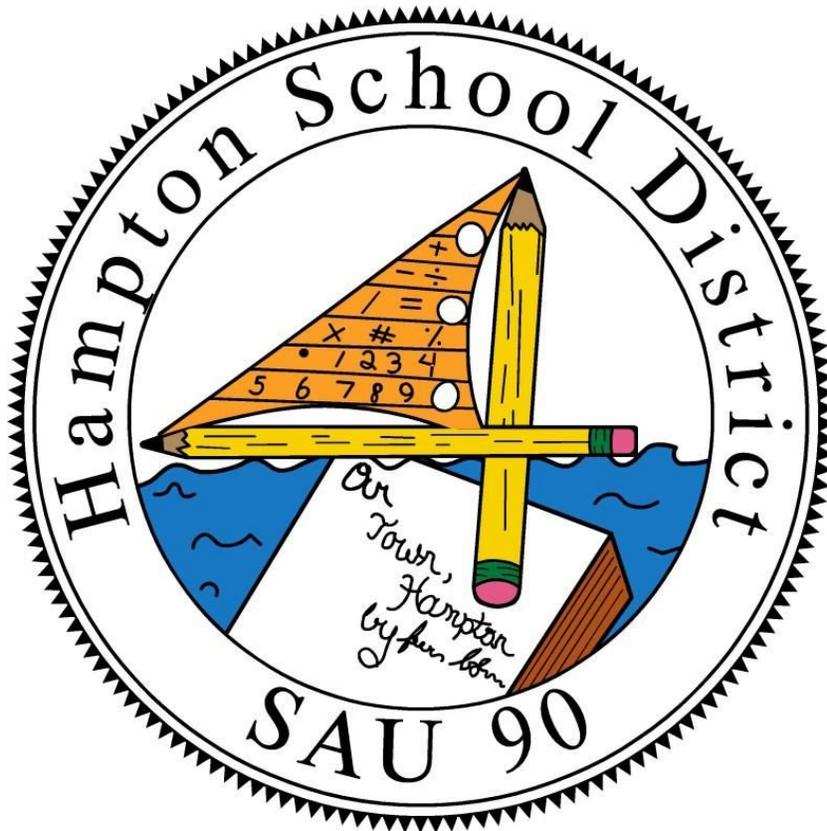


Technology Plan

July 1, 2016 – June 30, 2020



Hampton School District

School Administrative Unit 90

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Description of the District and Mission Statement

Settled in 1638, Hampton was one of the four original NH towns. Hampton is located in the tourism region of the NH Seacoast. The population of Hampton was 14,976 at the 2010 census. The Hampton beach section of town includes a long busy stretch of coastline with shops, restaurants, and densely clustered seasonal housing. Hampton was originally part of the five-town school administrative unit 21, serving Hampton, Seabrook, North Hampton, Hampton Falls, and South Hampton. In 2011, the Hampton School District established a new SAU.

The Hampton School District (SAU 90) is comprised of three schools. The Centre School serves students in grades Pre-K-2. The school includes a full-day kindergarten program and an integrated preschool. The Marston School serves students in grades 3-5. The Hampton Academy serves students in grades 6-8. The Winnacunnet High School is a cooperative district serving the towns of Hampton, North Hampton, Hampton Falls and Seabrook, NH.

The mission of the Hampton School District is to provide an encouraging, educational environment where the unique talents and abilities of individual students are recognized and where the learning experience is meaningful and every student achieves mastery through a firm foundation in core fundamentals, higher level of thinking, problem-solving and critical/creative communication skills.

Technology Vision

The Hampton School District is committed to applying technology resources in an integrated approach to support learning in all subject areas, and to provide students with the knowledge, skills, and expertise to succeed in work and life in the 21st century. Changes in our world have introduced an urgent need to teach students skills that transcend across all curricular areas. The 21st century classroom will ensure that technology is an integral and ubiquitous part of a flexible and relevant environment. Students will be challenged to use technology and information resources responsibly and to think critically and creatively to solve problems effectively and efficiently.

Educational Technology Mission

Technology in education is a teaching and learning tool, that when used effectively, will support and help transform how we interact, produce and seek personal growth and enjoyment. We expect effective, competent, and purposeful use of technology by administrators, teachers, and students to establish seamless integration of technology on a daily basis throughout the curriculum and extracurricular activities.

Introduction

The goals of the Technology Plan center on using technology to further our vision of academic excellence as well as ensuring that students demonstrate proficiency in Information, Media and Technology Literacy Standards. In a time when change is the rule rather than the exception, students need to learn how to adapt to the explosion of new information and technology entering the market daily. In effect, teaching them how to learn is the most critical responsibility we can provide for our students. It is not only about what we teach; it is about how we teach it. The Technology Plan's goals speak to the larger issues of preparing our students for their future, providing professional learning for teachers to use educational technology tools and resources in the everyday business of teaching, and ensuring proper and adequate funding and resources necessary to equip our classrooms for teaching digitally. As requested by our staff through numerous surveys, what is needed most is support as they learn the best ways to integrate an ever changing landscape of educational technology seamlessly into a curriculum delivered to students in an engaging manner that challenges their thinking while still providing them for the future workforce. To that end we will focus much of this plan on the support of teachers as we move into a new atmosphere of technology as a tool that enhances the curriculum teachers teach on a daily basis.

Core Beliefs for Educational Technology

1. Engagement and learning can increase with the use of technology.
2. Technology can support differentiation of learning.
3. Active participation of students and their contribution to the learning process can increase with the use of technology.
4. Project and inquiry based learning experiences can be enhanced with the use of

technology.

5. Technology skills are best learned in context through project and inquiry based learning.
6. Technology supports broader collaboration opportunities both locally and globally.
7. 21st century communication requires fluency in the use of technology.

Our core beliefs for educational technology are based on research studies and observations recounted in literature. Case studies, longitudinal research studies and day-to-day anecdotal evidence point to confirmation that effective use of proven instructional strategies with technology improves student learning by reaching diverse learning modalities, supporting differentiation, and by definition, require authentic, project-based and inquiry-learning.

As a district we follow the most current ISTE standards for Students, Teachers and Administrators.

Technology Plan Goals and Strategies:

- 1. GOAL 1: Curriculum Integration: Improve student academic achievement through the use of technology in elementary and secondary schools.**
 - a. Provide staff with a [Technology Curriculum Integrator](#) rich in technology skills who can be available to meet with them during common planning time as well as team teaching to help ease the transition to new software and hardware.
 - b. Train all staff working individually and in group settings providing them with 21st century skills needed to seamlessly integrate technology into their daily teaching as needed.
 - c. Participate in curriculum reviews to ensure the integration of technology throughout all content areas.
 - d. Collaborate with teachers to design and implement at least one new lesson demonstrating a newly acquired technology skill per term.
 - e. Refine and build on the successful integration of technology skills through grade-level assured experiences.
 - f. Ensure library media specialists and or Technology Curriculum Integrator and teachers have common planning time to collaboratively plan units and enforce appropriate media scheduling to meet the needs of the curriculum.
 - g. Continue incorporating high-quality digital resources.

2. GOAL 2: Professional Learning: Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

- a. Train Administrators on a "Technology Integration" evaluation instrument for classroom observations and walkthroughs.
- b. Develop and implement a technology assessment for administrators and teachers to inform training needs.
- c. Continue to offer a wide range of district-wide technology training opportunities to staff and administrators on technology integration best practices both after school and on professional development days.
- d. Provide continuous support for new technology initiatives to ensure teacher use.
- e. Develop a standardized "new staff" technology curriculum and training plan.
- f. Develop a resource library of digital content to support teachers and staff.
- g. Provide staff with a refresher course at the beginning of each school year to ensure that all staff are aware of the technologies and software that are available to them in the school district.
- h. Offer an extensive technology integration training every summer.

3. GOAL 3: Equitable Access: Ensure that all K-8 educational institutions have the capacity, infrastructure, staffing and equipment to meet academic and business needs for effective and efficient operations.

- a. Explore, pilot and implement equitable access to mobile devices.
- b. Maintain at most a five-year replacement and no less than a three year replacement and upgrade cycle for digital technology devices.
- c. Increase capacity of school-based staff to troubleshoot lower-level hardware and software issues through a creation of a self-help text, audio and/or video clip repository of tech tips and solutions.
- d. Continue and build upon the deployment of a Student Management System for improved single source access to data, assessments and homework bulletin boards.
- e. Assure that students have access to portable and wireless technology devices.
- f. Evaluate technology systems regularly and recommend, budget when needed for the upgrade of systems such as e-mail, student information and the district website.

4. GOAL 4: Equitable Resources: Ensure that K-8 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade.

- a. Explore, pilot, implement or build upon research-based software programs and hardware which can help teachers develop a curriculum which is universally designed for all learners.
- b. Identify and standardize compatibility issues of divergent technologies.
- c. Continue implementation of student technology assessments to ensure current district standards are met.
- d. Create and monitor individual student progress through the use of current testing initiatives, student information systems, and state performance trackers.

5. GOAL 5: Evaluation: Develop a continuous process of evaluation and accountability for the use of educational technology as a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

- a. Continually evaluate the success and progress of the Technology Plan based on changing environments. The Technology Planning Committee will meet quarterly to review progress of the plan.
- b. Monitor assessment data and review curriculum to ensure alignment to standards.
- c. Use data provided by various tracking systems to monitor usage of hardware and/or software.
- d. Continue to maintain student formative assessment data in a centralized system such as Performance Plus as a curriculum mapping solution or student information system.
- e. Continue enforcement and adjustments as needed of the Acceptable Use Policy for students and staff.
- f. Continue enforcement of security procedures including password security, Internet filtering, etc.

6. GOAL 6: Funding: Develop a schema of current and future financing requirements to support the District Technology Plan.

- a. Fully pursue funding avenues through e-rate, grants, capital and operating budgetary funds.

- b. Explore alternative funding sources through partnership with PTA for Technology Council and other community organizations.
- c. Explore, pilot and implement specific open source, open content and a variety of low-cost computing devices.

7. GOAL 7: Communications: Develop a communications services plan to support both instructional needs and administrative needs.

- a. Monitor and maintain voice/telephony over IP system.
- b. Implement a school-home communication system for parent alerts including attendance, school activities, and special information.
- c. Improve web communications including use of the district website and increase use of web tools and video, including web 2.0 tools such as wikis, blogs, discussion forums, social networking, YouTube and other networking tools.
- d. Evaluate the use of student e-mail for improved communication and website usability.
- e. Upgrade as needed information systems such as additions to our student information system
- f. Examine the feasibility of converting to Google as our email host to better align with our movement to Google products.

8. GOAL 8: Technology Hardware and Infrastructure: Develop a state-of-the-art campus network.

- a. Move to a campus network design that will connect all schools to a central hub using fiber optics.
- b. Purchase new high speed switches to better access faster broadband speeds.
- c. Create one flat network connecting all buildings together as one big campus.
- d. Reduction in hardware and service contracts needed to maintain the district network.
- e. Reduction in footprint and energy consumption due to new network.
- f. Create the ability for off site backups, coupled with the purchase of an additional virtual server will result in an increased redundancy in critical systems.
- g. Purchase additional access points and switches dependent on the needs of new a growing school district.

- h. Update of failing equipment continuing the establishment of a retirement/renewal cycle of district technology hardware that keeps functional, dependable equipment in the hands of users.

9. GOAL 9: Printing: Find cost savings through an effort to move towards a more paperless environment.

- a. Achieve a 50% reduction in the number of pages printed.
- b. Continue to remove laser printers when they break and to move printing for staff and students to an easily accessible Multi Functional Device (MFD) with easy access for everyone resulting in significant savings for our school district.
- c. Ensure that all devices are capable of printing to MFDs and that printing can be accessed freely throughout the district and that MFDs remain in good working condition.

10. GOAL 10: Data: Use data to help drive instructional practices and to improve operations.

- a. Migrate all three school to using PowerSchool for attendance, lunch counts and gradebook, completely digitizing the student data retention.
- b. Use the Data Manager position as a district wide resource to provide data and trends in learning providing reports and information as requested.
- c. Move to a paperless registration process and data updating process in order to lessen time and paperwork involved in keeping data in our Student Information System up to date and accurate.
- d. Continue to move formative assessment data to the state provided repository of student testing data so to monitor trends and learning outcomes.

11. GOAL 11: Technology Repair: Move to a more self-sustaining repair center using student support when possible.

- a. Continue student repair center and make schedule to promote more frequent student participation.
- b. Formalize the repair center giving computer technician a real lab setting for student and staff lessons and better working arrangement.
- c. Purchase of proper tools to perform repairs properly and safely.
- d. Provide storage for parts and current projects.

12. GOAL 12: School District Libraries and Librarians: Transform the role of the Hampton School District libraries.

- a. Utilize school librarians as an additional technology support person when possible.
- b. Create school libraries to also be rich in digital literature and provide e-readers to support them when possible.
- c. The Hampton School District Libraries Shall:
 1. Encourage and support a culture of inquiry.
 2. Guide learners in developing skills necessary for gathering information, drawing conclusions, creating new understanding, and sharing knowledge.
 3. Model and promote digital citizenship.
 4. Promote a love of reading and encourages lifelong reading habits.
 5. Promote reading for a variety of purposes and in a variety of formats, including for information, for enjoyment, for deepening understanding.
 6. Provide ready access to print and digital resources.

13. GOAL 13: School Media and Television Studios: Support the role of media production in learning and the dissemination of information to the community at large.

- a. Continue to grow the television and media production, providing as much access as possible.
- b. Plan and develop a community/School Board Meeting room.
- c. Plan and develop a student Television Production Learning Lab.
- d. Increase the ability to broadcast live productions for both the Shark News and Channel 13 broadcasts.
- e. Acquire the necessary hardware to support both recorded and live broadcast.
- f. Continue to collaborate with the town of Hampton's Cable Committee and Selectmen.
- g. A recommendation will be made in order to support an additional part-time Media Coordinator support position.
 - i. Create the job description for this position.
- h. Work with town officials to negotiate a new Comcast contract.

Technology Curriculum Integrator Rich in Technology Skills

This one shared position will be of a person capable of traveling between schools on a regular basis, sharing scheduled time in each school.

Position Summary

Under the direction of the Superintendent or his/her designee, this position of Technology Curriculum Integration Specialist promotes the use of technologies to support student achievement in the preK-8 classroom. The Technology Curriculum Integration Specialist provides leadership, staff development, and instructional support to all instructional and administrative staff. In addition, the Technology Curriculum Integration Specialist serves as a liaison between school and district technology initiatives and school based implementation and support for administrators and teachers. The Technology Curriculum Integration Specialist develops and offers district wide instructional technology education for teachers and administrative staff. He/she also assists in the development and implementation of curriculum and technology integration projects. The Technology Curriculum Integration Specialist provides instructional staff with the essential support needed to complete technology-based instructional management and productivity functions. The Technology Curriculum Integration Specialist collaborates with appropriate instructional and technical staff to support, manage, optimize the use of instructional software, and network resources to support quality teaching and learning. This skilled professional works independently and collaboratively with colleagues.

Qualifications:

1. Holds a Bachelor's degree in education and holds a current New Hampshire teaching certificate as an Education Technology Integrator (0350) in the state of New Hampshire.
2. Graduate Degree or other advanced education in Instructional and/or Assistive Technology preferred.
3. At least three years of successful full-time experience as a classroom teacher preferred.
4. Two years professional development experience educating teachers or other adults in the seamless integration of instructional technology using all of the following modes: modeling, one-on-one, small group, or large group as needed.

5. A minimum of two years experience delivering and integrating technology in instructional programs for Pre K – 8 students. the candidate must have but not limited to experience in a one-to-one computer environment, knowledge of interactive whiteboard equipment, especially Smartboards and overall knowledge of cutting edge educational technology.

Knowledge, Skills, and Abilities

1. Demonstrate knowledge of the Common Core Content for Assessment and best practice instructional strategies using Universal Design for Learning.
2. Demonstrate knowledge of the process and strategies used in implementing instructional technology plans.
3. Demonstrate knowledge of new computer, video, communication, web-based technologies, curriculum design, and working knowledge of instructional design and assessments.
4. Demonstrate the ability to listen to others and remain receptive to new ideas.
5. Demonstrate the ability to address criticism in an appropriate manner and develop constructive outcomes.
6. Demonstrate sustained effort and enthusiasm in the quality and quantity of work.
7. Demonstrate the ability to effectively educate/mentor technology users.
8. Demonstrate the ability to establish and maintain positive, effective working relationships with staff, students, and the community.
9. Demonstrate effective time management, organizational skills, and prioritization of work to meet the needs of the users.
10. Demonstrate the ability to follow and communicate effectively, both orally and in writing.
11. Demonstrate the ability to quickly acquire new knowledge regarding technology.
12. Demonstrate initiative, flexibility, and the ability to work independently.
13. Demonstrate enthusiasm for the use of technology.
14. Demonstrate excellent human relations and interpersonal skills.
15. Demonstrate ability to design and deliver technology-enhanced instruction.

Key Duties and Responsibilities

1. Collaborates with teachers in composing effective technology-infused, content-based lessons, and supports the teachers as they implement the lessons in their classrooms.
2. Promotes model instructional practices and the role of technology in them.

3. Articulates appropriate instructional technology practices as described in technology standards for students, and teachers.
4. Provides assistance and training to building instructional staff in the integration of technology to support student achievement. This includes planning and implementing job-embedded professional development and workshops for individuals, small groups, and large groups. Collaborates in the evaluation, selection and implementation of instructional technology materials and software.
5. Assists with technology training as part of collaborative school district staff development initiatives and supports regional and statewide initiatives such as Every Student Succeeds Act (ESSA), and the Technology Standards for Teachers and Students.
6. Works with curriculum staff to develop and implement technology enhanced curriculum integration projects aligned with the International Society for Technology and Engineering's standards.
7. Provides leadership in developing and implementing technology plans and serves on the building's technology committee(s).
8. Collaborates with School and District Administrators, Library Media Specialists, and staff to ensure infrastructure and tools are available to carry out school and technology initiatives.
9. Conducts research about advancements in technology tools and resources to inform decision-making.
10. Gathers and disseminates information (e.g., grants, policies, professional development opportunities) relevant to instructional technology.
11. Coordinates technology related grant projects, community outreach projects and fundraisers.
12. Participates in ongoing professional development related to job responsibilities and maintaining expertise in the field.
13. Participates in workshops and meetings required by the The Office of Educational Technology.
14. Conducts staff development and supports community awareness initiatives.
15. Performs other duties as assigned.