Technology Plan

Dawson Springs Independent

Dawson Springs, KY



<http://www.education.ky.gov>

Creation Date:

Approved by Board of Education:

Plan Start Date: July 1, 2017

Plan Expiration Date: June 30, 2018

**Acknowledgments**

|  |  |  |
| --- | --- | --- |
| **District Technology Staff**  Karen Wallace, District Technology Coordinator  Spencer Spratt, District Technician |  | **Additional District Contributors**  Sasha Fight, District Webmaster  Kristin Alexander, Director of Federal Programs  Shannon Parker, Jr/Sr High Teacher  Beth Dillingham, Elementary Teacher  Jamie Thorp, Instructional Assistant  Leonard Whalen, Superintendent  Jennifer Ward, Elementary Principal  Lesley Mills, Elementary Vice-Principal  Kevin Stockman, Jr/Sr High School Principal |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **School Library Media Specialists**  Rhonda Simpson |  | **Students** Dawson Springs High School  Tanner Weir |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Table of Contents

[Executive Summary 1](#_Toc448391802)

[Planning Process and Methodology 2](#_Toc448391803)

[Current Technology and Resources 4](#_Toc448391804)

[Curriculum and Instructional Integration Goals 5](#_Toc448391805)

[Curriculum and Instructional Integration Goals – Evaluation 9](#_Toc448391806)

[Student Technology Literacy Goals 11](#_Toc448391807)

[Student Technology Literacy Goals – Evaluation 12](#_Toc448391810)

[Staff Training/Professional Development Goals 13](#_Toc448391811)

[Staff Training/Professional Development Goals – Evaluation 15](#_Toc448391816)

[Technology Goals 16](#_Toc448391817)

[Technology Goals – Evaluation 19](#_Toc448391818)

[Budget Summary 20](#_Toc448391819)

**ATTACHMENTS/APPENDICES……………………………………………………………..22**

# Executive Summary

The District Technology Plan for Dawson Springs Independent School District is an instrument to guide the district in technology implementation and integration for all staff and students. This includes not only the maintenance of the technology currently in place, but also keeping open to future innovations and needs of the district. While it is imperative to keep the network infrastructure and instructional devices up to date, the district must always be looking ahead and start preparing for the ever changing arena that is technology.

To this end, we continue the use of Transparent Proxy in order for non-proxy aware devices to connect to the network, while giving the district the ability to continue to filter these devices. This allows the district to stay in compliance, while those staff and students who have completed their Digital Driver’s License, use their personal devices on the district network.

The Elementary and Junior/Senior High Schools’ curriculum continues to be enhanced by web-based programs. The technology plan provides for the addition of instructional devices for increased access by students and teachers. It also addresses the growth of the already present Intelligent Classrooms by the addition of video sharing/conferencing and increased use of interactive projectors.

To meet the objectives of this technology plan it will be necessary that the district provide adequate funding to: 1) provide access to the latest technology equipment and software, 2) maintain the district’s technology equipment, and 3) provide professional development and training to the instructional staff in the implementation and integration of technology in instruction. While funding cuts have eliminated the employment of a full-time Technology Integration Specialist, we have included that position in our plan as an important element of technology growth and hope to be able to fill that position.

Dawson Springs Independent utilizes various technology applications to promote parental involvement and communication with parents. The district employs a webmaster to maintain a website for the district and each school, which provides updated information. A “Parent Portal” is available for parents to access attendance and performance information on their children. Training is provided for parents wishing to establish portal accounts. The district employs a mass notification phone service that allows administrators and teachers to quickly send phone messages to selected groups of parents and community members. Superintendent, Leonard Whalen, has established a Twitter account to update followers on various happenings in the district. The Guidance Office and the Preschool department also maintain a Facebook account for communication with parents and the community at large.

# Planning Process and Methodology

In December, 2016, an email was sent to the High School and Elementary staff asking for volunteers for the 2016-17 Technology Committee. An additional request was sent to our District Webmaster, Media Specialist, Technician and student helper, asking them specifically to be a part of this committee. The Dawson Springs Independent Schools 2016-17 Technology Committee consists of the District Technology

Coordinator, the District Webmaster, Media Specialist, Technician, one High School Teacher, one Elementary School Teacher, the District Coordinator of Federal Programs, the Superintendent, Elementary Principal, Jr/Sr High School Principal, one Instructional Assistant and one high school student.

The Technology Committee met for the first time after school on Tuesday, January 10, 2017.

Members in attendance:

Karen Wallace, District Technology Coordinator Spencer Spratt, IT Technician

Sasha Fight, Webmaster Rhonda Simpson, Media Specialist

Kristin Crook, Director of Federal Programs Tanner Weir, Student

Shannon Parker, High School Teacher Leonard Whalen, Superintendent

Jamie Thorp, Instructional Assistant

The DTC also met with the building level principals to discuss technology goals for their respective schools. After the planning committee meeting in January, a survey was sent to all staff members asking them to identify their most helpful technology tool, the greatest technology need in their classroom and provided an opportunity to add any suggestions for technology use in the district. The Technology Committee met again on Wednesday, March 22, 2017, to finalize ideas for the Technology Plan.

The Technology Plan is reviewed frequently by the District Technology Coordinator as a means of aligning requests for expenditures with the established plan for the district. Periodic reports are presented to the board of education on the state of the technology infrastructure and its usage. Reports are also presented at meetings of district administrators to provide updates and determine new directions and needs for technology within the instructional setting.

The previous Technology Plan was a one year plan covering the time period July 1, 2016 to June 30, 2017. It was approved by the Board of Education on April 18, 2016. The district continues to strive for a five year replacement plan for all instructional devices. Continued maintenance of the network to provide robust access to online instructional content and communication, and allow for the BYOD endeavor, has been successful. Over the past year the goals that involved providing appropriate software for student instruction and assessment have largely been met. Students are actively engaged in software based RTI math and reading programs in both the elementary and high school. New staff members are also given training on the use of email and other resources available on the school network. The Digital Driver’s License online course is also available, and encouraged, for Jr/Sr High School students and all staff. Once completed, the individual is given the opportunity to connect their personal device to the school network.

With the advances in wireless access and online video distribution, there is no longer a need for the installation of video distribution equipment that was included in previous plans, however the installation of video projection devices remains a need. Future needs include the updating of all Wireless Access Points and updating our current network telephone service. The employment of a district technology integration specialist has not been filled. This continues to be a need for the district, but at the present time it appears unlikely the district will be in a position to fund this position.

# Current Technology and Resources

The district continues to make progress in updating the technology infrastructure and technology resources available to students and staff. The state has upgraded our bandwidth to provide 100M/student, an upgrade from the previous 45M. The previously established district data center continues to be a focal point for the delivery of network services to the district. This climate controlled environment with a large backup power supply help ensure the dependability and availability of network resources. The district maintains contracts to ensure operation of the unique climate control equipment and power supply.

The district continues to address the ever present problem of aging equipment. A need in the district is to update Wireless Access Points, our network phone system, as well as the workstations provided for teachers and the instructional devices provided for students. A five year replacement plan of instructional devices continues to be a goal.

The Junior/ Senior High School continues to utilize the school’s wireless access network. The Elementary School also utilizes wireless access to network resources. The purchase and implementation of laptop/Chromebook carts continues to grow as teachers develop instructional strategies that require access to technology resources by each student in the classroom. Intelligent classrooms are also being utilized district-wide to enhance the learning environment.

The district provides transparent proxy capabilities on the wireless network. This enables non-proxy aware devices, including personal devices, to access the network while maintaining the safety of the network and the students.

A full time District Technology Coordinator and a district computer technician are employed. On-going training for both is necessary to stay abreast of changing and emerging technologies. This training includes, but is not exclusive to, monthly regional meetings and KySTE sponsored conferences and trainings. As the amount of technology devices and usage increases in the district the maintenance needs grow.

# Curriculum and Instructional Integration Goals

**Goal 1**

All students will participate in various software based assessments that will identify weaknesses and deficiencies in core content areas.

**Action Plan: Projects/Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Project/Activity | Instructional Outcome | Indicator | Timeline | Person(s) Responsible | Funding Source |
| Progress monitoring assessments will be administered to all 1-6 students - MAP | Placement of students in appropriate RTI programs |  | 8/2017 – 5/2018 | RTI Teachers, Counselor, Principals | Local |
| Star Reading will be administered to all K-6 students | Placement for Accelerated Reader |  | 8/2017 – 5/2018 | K-6 Teachers, Principal | Local |
| A+ Leveled Assessment | Provide students with appropriate grade level instruction in the classroom |  | 8/2017 – 5/2018 | 7-12 Teachers, Principals | Local |
| AIMSWeb Reading and Math Testing for K-6 Students | Placement of student in RTI |  | 8/2017 – 5/2018 | Principal, K-6 Teachers, RTI Teachers | Grants, Local |
| College Equipped Readiness Tool (CERT) provided for 6-12 Students | Show growth  Placement of student in RTI  Remediation |  | 8/2017-5/2018 | Principals, Counselor, Teachers | Grants, Local |
| Provide Math iXL and Lumio leveled assessment for K-6 students to establish appropriate instruction in Math | Establish appropriate instruction in Math |  | 8/2017 – 5/2018 | Principal, K-6 Teachers, RTI Math Instructor | Grants, Local |

**Goal 2**

Students will be provided access to quality, research based software programs that provide instruction directed towards those students that have been identified as performing below grade level or failing courses required for high school graduation.

**Action Plan: Strategies/Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strategy/Activity | Instructional Outcome | Indicator | Timeline | Person(s) Responsible | Funding Source |
| A+ Software Instruction will be provided for qualifying students | Students perform at grade level | Dismissal from RTI programs | 8/2017 -5/2018 | Principals, Guidance Counselor | Local |
| Study Island will be provided for qualifying students in 7-12 | Students perform at grade level reading & math. | Dismissal from RTI programs | 8/2017 -5/2018 | Director of Federal Programs, Principals, Guidance Counselor | Grants, Local |
| Reading Eggs software will be provided for qualifying students in K-2 | Students will perform at grade level in reading. | Dismissal from RTI reading program | 8/2017 – 5/2018 | Principal, Elementary Teachers, Director of Federal Programs | Local, SBDM, Grants |
| Lumio and Math iXL software will be provided for qualifying students in K-12 | Students will perform at grade level in math. | Dismissal from RTI math program | 8/2017 -5/2018 | Principals, Teachers, RTI Math, Director of Federal Programs | Local, SBDM, Grants |

**Goal 3**

Students will have access to online instructional resources.

**Action Plan: Strategies/Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strategy/Activity | Instructional Outcome | Indicator | Timeline | Person(s) Responsible | Funding Source |
| Online instructional software will be made available to students.  This includes:  A+ for 7-12 students  Study Island for 7-12  Math iXL and XL for K-12  Lumio K-6  Google Apps for Education for K-12 | Students will have access to online instruction targeted for their needs. | Number of students enrolled in online instruction. | 8/2017 – 5/2018 | Principals, DTC, Director of Federal Programs | Local, Grants, SBDM, |

**Goal 4**

Increase the number of technology created outcomes that are part of each student’s working folder.

**Action Plan: Strategies/Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strategy/Activity | Instructional Outcome | Indicator | Timeline | Person(s) Responsible | Funding Source |
| Acquire Instructional Technology Specialist as a full-time employee. | All students will gain access to instructional devices and learn skills necessary to function in a 21st century classroom. | Students will produce more multi-media projects and presentations for their working folder. | 8/2017 – 5/2018 | Board of Education, Elementary SBDM Council | Local, Grants, SBDM |
| Instruction in the use of technology for research, creating multi-media projects and presentations | By 6th grade students will have used technology for research, creating multi-media presentations, brochures and other media | Program review will show an increase in technology produced outcomes. | 8/2017 – 5/2018 | Principal, K-6 Teachers, Support Staff |  |
| Tech classes in grades 7 & 8 | Students create multi-media presentations | Teacher evaluation | 8/2017 – 5/2018 | 7/8 Tech Teachers, Principal |  |

# Curriculum and Instructional Integration Goals – Evaluation

1. Through the development of Access Point non-traditional students are enabled to continue their high school education when otherwise would have to drop out or obtain a GED. Access Point utilizes A+ Curriculum through American Education Technology and is located within the Junior/Senior High School. Students log onto the system and are assessed for current level within the content area and are assigned content based upon the pre-assessment. Students are allowed to obtain credits toward the minimum state requirements for graduation. Students who by necessity are put on home-hospital can be allowed access to the data base for homebound instruction. The adoption of Access Point will also allow the High School to offer courses not otherwise able to provide in a small school setting.

2. Each course is aligned to the Kentucky Core content and or Common Core as outlined in the KDE state standards. Teachers have access to all programs to support intervention as needed to meet the college and career readiness goals and benchmarks of each student. Students are also assessed three times a year to monitor progress within traditional and non-traditional courses. These assessments also determine traditional remedial instruction as well as non-traditional remedial instruction such as A+ courses for credit recovery and remediation.

3. All math courses in grades 9 - 12 consist of a dual curriculum that utilizes traditional book instruction combined with technology web-based instruction. Students are instructed with traditional book instruction and then utilize technology based instruction for support and supplemental instruction to encompass remedial and advanced instruction. Students also utilize video lessons and study hall located within the CERT web-based program. This allows individualized remediation and practice. Students who fall beneath the benchmark are also enrolled in XL Math which is a total web-based remediation program aligned with the current 9-12 curriculum. Each area of instruction; math, English, etc. are monitored by staff for continued growth by the student and to ensure that the technology meets the current needs of the student based upon their interim assessments.

4. All data is monitored by the teacher. Student data is maintained by the Guidance Counselor. Remedial work is monitored to ensure the student is gaining the needed skills to return to regular instruction with the ability to progress with cohort peers. Should student not progress as outlined in the individual instruction plan then additional assessments will follow to properly place the student in the correct area of instruction.

5. Progress monitoring will occur monthly for all students in grades K-6 who qualify for Response to Intervention RTI services. These students will also be benchmark tested each 9 weeks along with all other students in grades K-6. Star Reading assessments will be administered to all students K-6 in order to assess students’ reading abilities and to assign an Accelerated Reader level for each student. Lumio and iXL are math RTI assessments that will be administered to RTI students grades K-6 and will help determine appropriate math instruction in the classroom. MAP assessments, AIMSWeb Reading and Math testing will also occur for students in grades K-6 for placement in RTI services.

6. A+ Software assessments will be provided for qualifying students in grades 7-8. This assessment will help to ensure that all students are performing at grade level. Reading Eggs is computer software that will be used for qualifying students in grades K-2 that will help students perform at grade level in reading. RTI students will also have access to Reading Eggs materials.

7. Students will have access to online instructional software that is targeted for their individual needs. Study Island, AIMSWeb and CERT are examples of the online software programs that are available to students. These programs will help to ensure that students are performing at grade level.

# Student Technology Literacy Goals

**Goal 1**

For 100% of the district’s students to acquire technology and information literacy skills by the end of the 8th grade as adopted by the Kentucky Board of Education in the Kentucky Core Academic Standards.

**Action Plan: Strategies/Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
| District will implement the Digital Driver’s License program for 7-12 | Students will meet the standards for Digital Citizenship | Number of students receiving a Digital Driver’s License | 8/2017 – 5/2018 | SBDM Councils, HS Principal, HS Tech teachers |  |
| Teachers will follow the District Technology Literacy Plan | Efficient, systematic instruction of technology skills at appropriate levels | Percentage of students performing at the proficient level or higher on the technology literacy assessment will increase | 8/2017 – 5/2018 | Teachers, Principals |  |
| Teachers will use the Common Sense Media website to instruct students in grades K-6 on Internet Safety | Students will meet the standards for Digital Citizenship | Lesson assessments documented and reported to Principal | 8/2017 – 5/2018 | Principal, K-6 Teachers |  |

# 

# Student Technology Literacy Goals – Evaluation

1. Through the three year student implementation of technology skills in grades 6 - 8, students are assured to have the necessary skills to master technology literacy by the 8th grade. The pre skills begin in kindergarten with basic understanding of what a CPU, monitor, keyboard and mouse are and what they do in the larger picture of technology. Students are taught those skills use through the operation of game instruction. Throughout the primary and intermediate grades students’ progress through basic operation to self-developing word products, excel products and power point presentations. Furthermore, seventh grade students will complete five modules from Otis.com to complete a Digital Driver’s License.

2. Through individual and group work students are exposed to projects that allow them to discover and enhance knowledge needed to meet future grade level requirements. In the elementary this will range from game play for skills review to the more complex technology of the middle and high School curriculum.

3. A+ Curriculum, XL & iXL Math Curriculum, Pearson's Math Curriculum 9-12, AIMSWeb, STAR reading and math, ACT, KYOTE, Kindergarten Brigance Readiness assessment as well as End of Course assessments, and KPREP state assessments will be used.

4. All data is monitored by the teacher. Student data is maintained by the Guidance Counselor. Remedial work is monitored to ensure the student is gaining the needed skills to return to regular instruction with the ability to progress with cohort peers. Should student not progress as outlined in the individual instruction plan then additional assessments will follow to properly place the student in the correct area of instruction.

# Staff Training/Professional Development Goals

**Goal 1**

District staff will be provided adequate training that will increase their technology literacy as related to instruction.

**Action Plan: Strategies/Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
| Employment of District Technology Integration Specialist | Increase in teacher and student technology literacy | Employment report | 7/2017 | Superintendent | General Fund, grants |
| Digital Driver’s License Training | Number of staff receiving a Digital Driver’s License | Number of staff receiving a Digital Driver’s License | 7/2017 – 6/2018 | Principals |  |
| Professional Development for Google Apps For Education for the Elementary Staff | Number of staff using GAFE in classroom | Number of staff using GAFE in classroom | 7/2017 – 6/2018 |  | Local |

**Goal 2**

District staff will participate in appropriate activities and programs designed to build knowledge of technology integration in instruction and support of instructional activities.

**Action Plan: Strategies/Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strategy/Activity | Instructional Outcome | Evaluation | Timeline | Person(s) Responsible | Funding Source |
| District Technology Integration Specialist will attend regional and state meetings related to job | Provide appropriate and timely assistance to teachers and staff |  | 7/2017 | DTC, Superintendent | Local, KETS |
| Staff will attend KySTE sponsored activities | Staff will stay abreast of latest trends and activities related to technology instruction |  | 7/2017 - 6/2018 | Superintendent, DTC, Principals | SBDM, KETS, Local |
| DTC and computer technician participation in regional and state technology organization meetings | Staff stays abreast of latest developments in school and state technology use |  | 7/2017 – 6/2018 | DTC | Local, KETS |

# 

# Staff Training/Professional Development Goals – Evaluation

1. PD will be provided after school and during the summer along with train-the-trainer sessions. Additional off-site training will be available to staff members according to their teaching/staff assignments. Teachers are encouraged to build on-line community partners within their content area. Periodically, teachers are emailed with various WebEx trainings to further their knowledge or they may view recorded lessons to gain skills in a specific area.

2. It is the goal of the district that all students will gain the technology skills needed to become technology literate and foster those skills needed as a 21st century learner. To complete those goals it is necessary for teachers to demonstrate their skills in the same areas to motivate, educate and lead the students in the areas they need. Teachers are at various levels of competency themselves and therefore use the Community K-12 system to build or enhance their skills to level needed to assist the district in meeting its goals for the entire learning community.

3. The technical staff is free to utilize the same systems as teachers. However, their needs are again at a different level and are allowed to seek and attend professional development meeting their needs. Monthly meetings occur in a regional setting to deliver on the job training and training needed for their day to day job responsibilities.

4. Principal's will evaluate lesson plans to monitor inclusion of Technology in all areas of instruction. During instructional walk-through's principals will report an increase of use in technology as noted in weekly and monthly evaluations. Increase will be reflected by an increase from the prior year. Teacher's will not only demonstrate a greater use of technology with instruction and student use of technology in their rooms and with the completion of homework but teachers will show greater use in their daily planning and other work.

# Technology Goals

**Goal 1**

Technology Access: Provide students and staff members access to robust, dependable network resources that will provide the means for modern technology to be integrated into the daily instructional and administrative activities of the school district.

**Action Plan: Strategies/Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strategy/Activity | Instructional Outcome | Indicator | Timeline | Person(s) Responsible | Funding Source |
| Network resources maintenance contracts |  |  | 7/1/2017-6/30/2018 | DTC | Local , E-rate |
| Additional mobile carts for added technology access for students | More access for students | Tech Readiness Report | 7/1/2017 – 6/30/2018 | DTC | Local, KETS |
| Replace Teacher Workstations and Instructional Devices 5 years or older |  | Tech Readiness Report | 7/1/2017 – 6/30/2018 | DTC | Local, KETS |
| Provide Appropriate instructional devices for teachers/staff |  | Tech Readiness Report | 7/1/2017 – 6/30/2018 | DTC, Principals | Local, KETS, SBDM |
| Upgrading Network Telephone System |  |  | 7/1/2017 – 6/30/2018 | DTC, Superintendent | Local, KETS |
| Upgrading & Adding Access Points to improve wireless capabilities |  |  | 7/1/2017 -6/30/2018 | DTC | Local, E-rate |

**Goal 2**

Communication: Provide students, staff, and community members with timely and dependable access to information and data regarding the district’s operations and student performance.

**Action Plan: Strategies/Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strategy/Activity | Instructional Outcome | Indicator | Timeline | Person(s) Responsible | Funding Source |
| Provide phone service for faculty and staff |  | Tech Readiness Report | 7/1/2017 – 6/30/2018 | DTC | Local, E-rate |
| Provide and maintain website with district and school pages for better communication with parents and staff. |  |  | 7/1/2017 – 6/30/2018 | DTC, Webmaster | Local |
| Use of social media sites by district and school personnel for added communication |  |  | 7/1/2017 – 6/30/2018 | Superintendent |  |
| Continue to use the IC Parent Portal for added communication with parents on student achievement. |  |  | 7/1/2017 – 6/30/2018 | DPP, DTC |  |
| Maintain email system for staff and students for communication for operations and instruction |  |  | 7/1/2017 – 6/30/2018 | DTC |  |

**Goal 3**

Advance the use of technology into the culture of the school district.

**Action Plan: Strategies/Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strategy/Activity | Instructional Outcome | Indicator | Timeline | Person(s) Responsible | Funding Source |
| Video production by staff and students for distribution for informational purposes | Use of student and staff produced videos |  | 7/1/2017 – 6/30/2018 | DTC, Principals |  |
| Installation of video projection devices in common areas of the school | Display of student and staff produced video and sharing of information to the community |  | 7/1/2017 – 6/30/2018 | DTC, Superintendent | Local |
| Installation of additional surveillance cameras | Safety of students and staff |  | 7/1/2017 – 6/30/2018 | DTC, Superintendent | Local, Grants |

# Technology Goals – Evaluation

The Dawson Springs Independent School District recognizes that technology will be an increasingly major component of the instructional process. Many of the changes that are taking place in the standards for content areas and the expectations for college and career readiness will depend upon a delivery model that entails the use of technology. It is vital that the district continue its efforts to provide student and staff access to technology resources that will be required for Next-Generation Learners.

The KETS Master Plan has served as a framework for the district's technology plans. The standards established by the KETS Master Plan insure the school network is compatible with other Kentucky school districts and is positioned to take advantage of the services and support provided by the Office of Knowledge, Information and Data Services.

Major components of this plan enable the district to continue to move towards providing wireless access and a robust wired network for students and staff, with the understanding that more and more instruction will be provided and accessed through computer based programs. The particular software delivery programs will certainly change over time, but the necessary infrastructure will be in place for student and staff access.

Evaluation of the technology deployed will largely be guided by the number of students that are enrolled in online instruction based courses. Of particular interest is the use of technology dependent instruction that meets targeted gaps in student learning. As instructional software programs improve, the district intends to seek to use these programs to meet short and long term remedial needs of students. It is also expected that the district will seek to use technology to provide student's access to instruction and courses that otherwise would not be possible with local resources.

# Budget Summary

|  |  |  |  |
| --- | --- | --- | --- |
| **Acquired Technologies and Professional Development** | **E-Rate** | **KETS** | **Other (Specify)** |
| Administrative Support |  |  | 36,800 (Local) |
| In-House Technical Support |  |  | 28,306 (Local) |
| Outsource Technical Support and maintenance contracts |  | 320 | 12642 (Local) |
| Phone Service | 1210 |  | 4490 (Local) |
| Software Licenses: MS Office, Instructional software, Online software |  | 1,000 | 10405 (Local, Grants) |
| Conferences, seminars, professional organization travel and registration |  |  | 2500 (Local) |
| Infinite Campus |  |  | 4025 (Local) |
| Web Hosting |  |  | 2400 (Local) |
| Computer acquisition |  | 23,000 | 12,000 (Local) |
|  |  |  |  |
| **TOTAL** | **1210** | **24,320** | **139,098** |

**Budget Summary – Narrative**

For many years the Dawson Springs Independent School District has seen the value of technology in education and has provided appropriate financial support to accomplish the goals established by the district. Significant amounts of General Fund dollars are budgeted each year to maintain the technology resources in place and provide support for these resources. The minimal KETS dollars that the district receives each year has generally been placed into escrow until sufficient funds are available to address a major project of the district for either network infrastructure or computer replacements. When possible the district has used

E-rate discounts for these projects, but in recent years E-rate funding has been mainly discounts for telecommunication services. Individual school SBDM budgets also earmark funds for recurring cost associated with technology such as printing and copying. Federal grant funds and IDEA are also included in the funding of technology resources where its use will meet the needs of qualifying students.

One additional staff position is included in this plan: a District Technology Integration Specialist. Unless grants become available, with the present budget situation it is highly unlikely that funds will be available for this position. Inclusion in this plan is mainly recognition of the need for this position in the district.