

# DISTRICT TECHNOLOGY PLAN

**DISTRICT NAME** Elizabethtown Independent School District

**LOCATION** Elizabethtown, KY

**PLAN YEAR(S)** 2019-2020



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## Planning Team

<b>District Staff</b> [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, etc.]	
Jon Ballard - Superintendent	
Tim Maggard - CIO/DTC	
Amy Huff - Engineer	
Tommy Hill - District Technician	
Travis McCoy - District Technician	
<b>Building Staff</b> [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Amy Truitt - LMS Panther Academy	Stacey Stroop - LMS Morningside Elementary
Angela Rucker - LMS T. K. Stone Middle School	
Alesa Walters - LMS Elizabethtown High School	
Kristina Jewell - LMS Helmwood Elementary	
<b>Additional District Contributors</b> [Recommended to include board members, SBDM members, program directors, etc.]	
<b>Students</b> [Recommended to include middle and/or high school students ]	
<b>Other</b> [parents/community members, business and nonprofit leaders, etc. ]	

## Previous Plan Evaluation

- In this section include a discussion of the “expiring” (*previous year’s*) plan using the prompts below. Attempt to limit your narrative to the space provided.

*What goals were met?*

- Increase student learning by increasing thinking and problem-solving skills through the use of modern technology tools/equipment to analyze information and provide a variety of worldwide instructional and learning resources.
  1. The increased technology access, and focused approach to the instructional integration have had an impact, but this will be an ongoing process.
- Ensure parental access to school, administration and teachers via technology and remove time, place and distance barriers to communication (KDE Master Plan). Provide a responsive and robust technological environment that supports learning and administration while ensuring the safety of our staff and students
  1. The district has increased parent communication via our website, utilizing SchoolPointe, One Call, Infinite Campus, Facebook, voice services, etc. The district is always seeking opportunities to increase our community presence, and to involve all our stakeholders.
- Ensure a safe networking environment for our students.
  1. The district continues to utilize filtering and tracking software, such as Lightspeed and Google administrative tools, to block inappropriate content, and to monitor student usage.
  2. All students and staff are trained at the beginning of each school year regarding proper digital citizenship
- Integrate innovative technology into all content areas at all grade levels while promoting the use of research-based technological applications and strategies. Encourage the use of tools like Moodle to integrate technology into the classroom.
  1. The district has embraced GSuite across all grade levels, to assist in the organization and distribution of content, assignments, upcoming events and deadlines
  2. Digital content is constantly being collected, developed and enhanced. This process will always be ongoing
  3. The DTC continues to meet regularly with all administrators, as well as media specialists throughout the year

## Goal

- Improve student achievement by allowing teachers to incorporate new technology skills into the classroom.
1. Increase community communication. Social media has been utilized, along with various other parent involvement activities and initiatives, to increase family and community information sharing and input opportunities
  2. Student internet access. With a one to one initiative at the high school, and mostly implemented at the middle school, student access to technology is no longer an obstacle. Elementary access has also increased, with portable labs and multiple device centers.

### *Goals that were not met or didn't have the expected outcomes?*

Personally Owned Device implementation - while some benefits were experienced, the inconsistency of all students having access remained, as well as the level and speed of devices available varied greatly.

### *Areas of improvement?*

Curriculum development is an area that much work has already gone into, but one that much more time and emphasis is still needed

### *Areas/goals that are no longer relevant?*

Personally Owned Devices. Once a one to one environment was introduced to our high school, and is mostly complete at the middle school, we removed POD access.

### *Needs that emerged after evaluation of the previous plan?*

The one to one implementation at grades 6-12 has been tremendously beneficial, but now the need for more structured curriculum access is needed.

## New Plan Preview

This is a high-level overview or executive summary of the plan as a whole. Attempt to limit your narrative to the space provided below.

[See [Technology Planning section of KETS Master Plan](#) for more information]

*How did you and the planning team decide on the goals for this plan?*

The school and district goals are ever changing, and are the result of previous implementations, evaluations, and adjustments to what works well, and what needs modification.

Each school develops a site technology plan, which is used to compile our district plan

One to one curriculum development. The implementation of our take home one to one Chromebook initiative at the high school has been successful beyond our highest expectations. Curriculum was organized and developed in a variety of content areas prior to the implementation, but additional and ongoing development is key to the continued success of the utilization of this tool

Curriculum development, in a digitally accessible format, continues to be a priority, and is an ongoing process.

Training on GSuite continues to be a priority.

Student Voice

Personalized student learning allows students to develop deeper learning competencies including critical thinking, using knowledge and information to solve complex problems, collaboration, and communication. Capturing student input about their access to opportunities that build these competencies is key to effective technology planning. Please answer the questions in the space provided below.

*Do you currently have a method to collect student responses about the digital learning environment? If so, which tool (ex: BrightBytes, Speak Up, survey created by you or the district, other)?*

*Based upon previous student voice survey questions and feedback, we developed a similar district survey for all our students. Once collected the data was shared out to the district, and utilized to evaluate the student perception of their learning experience*

*If you have a method to collect student voice for this purpose, reference specific data points from the collection that were useful in developing strategies for this new plan.*

## **KETS Master Plan Areas of Emphasis**

### **Connected to the Future Ready Framework**

The Future Ready Framework identifies seven Gears to assist districts in developing a roadmap for student success through personalized student learning and collaborative leadership. The KETS Master Plan has identified 37 Areas of Emphasis connected to the Future Ready Framework and are categorized as either *1) Areas of Acceleration (AA)* or *2) Areas of Improvement (AI)*. The “areas of acceleration” are considered big wins, successes, and major milestones of the KETS are identified for continuation work. The “areas of improvement” address emerging areas based upon growth or decline metrics, research, needs assessments, and reporting by Kentucky school districts.

Use the Areas of Emphasis and Future Ready Framework as a lens to analyze current trends, initiatives, needs and goals of your district. Link the work of this new plan identified by your planning team to the Gears and Areas of Emphasis of the KETS Master Plan on the following pages. There is no expectation to address all 37 Areas of Emphasis of the KETS Master Plan. Any strategy that involves Erate, please include in the Budget & Resources gear. If your district has lease agreements (i.e.; device, fiber, etc.), be prepared to reference the quantity during the final submission process.






## **Robust Infrastructure & Ecosystem**

*Future Ready Gear*

**KETS GUIDING PRINCIPLE** – A robust infrastructure is one that delivers the device, network and support needs of staff and students to create personalized learning environments using digital tools and resources.

Areas of Emphasis: Areas of Acceleration (AA)  / Areas of Improvement (AI) 



**AA-1:** Continue to provide nation's first, fastest, highest quality, and most reliable internet access to 100% of Kentucky's public schools



**AA-2:** Continue to ensure equity and standardization for delivery of device, network, data and support creating best in class staff and student digital experiences AND provide a system of shared/brokered/managed services maintaining low infrastructure costs and providing support structures promoting the use of personalized learning environments



**AA-3:** Continue to create a culture of digital connectedness through all- the-time, everywhere, always on digital opportunity and access with emphasis on dense Wi-Fi throughout schools *(also including home access, Wi-Fi buses, school and classroom Wi-Fi, etc.)*



**AA-4:** Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services



**AI-1:** Improve ease of access for student and staff through continued progress toward 1:1 student to computer ratio utilizing increased amounts of mobile devices *(fewer traditional computer labs)*

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KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA2	Replace the Core Switch, which has reached end of life, to ensure uninterrupted service to our facilities	CIO, Vendor Partner	completed by Aug 1, 2020	Erate KETS General Fund		Consistency of network will be indicative of the success of the upgrade
AA2	Replace switches in every school to new standards	CIO, Vendor Partner	Completed by Aug. 1, 2020	Erate KETS General Fund		Better network performance, fewer disruptions in service, and more manageability will all be key indicators of the value of the upgrades
AI1	One to one implementation at the middle school	CIO, Vendor Partner	Completed by Aug. 1, 2020	Erate KETS General Fund Education Foundation Grants		Continuous access, as needed, for middle school students. A reduction in computer labs and rolling carts of technology



## Data Security, Safety & Privacy

*Future Ready Gear*

**KETS GUIDING PRINCIPLE** – Security, safety and privacy of student data is a cornerstone of digital learning. Policies and procedures are enacted at the state, district and school levels that work in conjunction for this purpose. Student data are then utilized by data fluent educators for improved decision-making leading to increased learning for students.

Areas of Emphasis: Areas of Acceleration (AA)  / Areas of Improvement (AI) 



**AA-1:** Continue to support districts in securely accessing and managing key student and administrative data sets through improved user experiences, refined data collection processes, continuously updated policies and practices regarding student data security, and timely access to data sets that improve the depth and efficiency of student learning (*Infinite Campus, Early Warning, MUNIS, eTranscripts, School Report Card*)



**AA-2:** Continue to identify key aspects of data security regularly to build upon the current systems, procedures and policies to remain a leader in mitigating emerging threats (*acceptable use policies, firewall updates, data privacy studies, digital citizenship, content filtering*)



**AA-3:** Continue to utilize adoption metrics or trending data for planning purposes that allow EdTech leaders to identify what's working and what's not working based upon data quality and evaluate current systems and solutions to determine effectiveness and future direction (*annual auditors, TELL survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, BrightBytes, SpeakUp*)



**AA-4:** Continue to migrate key administrative and student data sets to secure cloud-based services that allow anywhere, anytime secure access for the improvement of student learning (*Infinite Campus, Early Warning, School Report Card, MUNIS*)



**AA-5:** Continue supporting teacher efforts in taking ownership of digital citizenship skills and education their student in the same skills to foster a secure digital learning environment



**AI-1:** Educate and support districts in the importance of personnel with duties related to student/staff data quality, security and privacy as well as bringing data privacy to the “radar screen” of teachers/staff (*The People Side of EdTech*)

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**AI-2:** Kentucky K-12 Data systems are first-class but we need to do much better with district using the data available to them as well as providing visual data analytic tools allowing the data to be better understood and more interesting to the average person who does not have a technology and data background

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI1, AA5	Required district wide viewing of data security presentation	CIO, All district staff	August 2019			Sign off sheets, observation of best practices across district
AA1	Presentation to BOE of current security measures and future plans	CIP, Superintendent, Board members	July 2019			Feedback from board members
AA2	Continue to work with key data managers at the district level to define and implement secure management of data	IC support staff, Finance	Ongoing			



## Budget & Resources

*Future Ready Gear*

**KETS GUIDING PRINCIPLE** – The Master Plan, as well as district and school technology plans, are aligned to the vision of 21st century skills for students and staff. Revenue streams are aligned to account for the recurring and nonrecurring total cost of ownership to support the 21st century learning environment in a manner that reflects good stewardship of tax dollars to include devices, infrastructure, support, data and human services.

Areas of Emphasis: Areas of Acceleration (AA)  /Areas of Improvement (AI) 



**AA-1:** Continue to maximize local and state education technology expenditures through a system of shared/brokered/managed services



**AA-2:** Continue use of long-term planning strategies that allow for continuity of initiatives and systems (*ex. Accounting for cost of ownership over the lifespan of equipment so monies are allocated for repairs/upgrades*)



**AA-3:** Continue to leverage all available state and federal funding opportunities to address required basic cost of living increases, previous budget cuts of basic services, projected growth by districts (*e.g. Internet consumption*) while maximizing education technology programs and initiatives (*Technology Need, E-rate*)



**AI-1:** Make districts aware of position/roles requiring technology-related duties in support of technology and instruction (*The People side of K-12 EdTech*)



**AI-2:** Make districts aware of how to reduce expenditures on printing/print services *(both in consolidated contract pricing as well as shifting from paper to digital experiences)*



**AI-3:** Evaluate the need and explore new contracts that drive costs down for statewide summative online assessment, learning management systems, printing services and interim based assessments



**AI-4:** See an increased percentage of districts examining which education technology investments are or are not being maximized

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Staff writes grants requesting funding for various instructional needs. A team assesses the grants and awards are presented each Spring.	EEF team, DTC	Annually	Elizabethtown Education Foundation	\$50,000-\$100,000	Observation of implementation
AA1	Schools receive KETS funding each year, to utilize as one of several purchasing methods for technology needs.	STC, DTC, School level Technology Committee	Throughout school year	KETS/Local Match	\$80,000 district wide	Compliance with Technology plans, observation, Admin evaluations
AA3	Utilize Title and Special Education funding to supplement technology needs for qualified students	Title Programs director, Special Education director, DTC	Throughout school year	Federal Funding Specific Areas Spec. Ed./Title		Fulfilment of IEP requirements, observations
AA3	Utilized grant funding to supplement technology	Grant coordinator,	Throughout school year	Perkins Funds		Student certifications, expanding opportunities

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	strands in curriculum, PLTW, Workforce, etc.	DTC				
AA1	Provide fiber connectivity to all locations	DTC, Finance Officer	July 1, 2019-June 30, 2020	Local, USF	\$30,000	Consistent high speed network access, with little to no down time



**Partnerships**  
*Future Ready Gear*

**KETS GUIDING PRINCIPLE** – Connecting students and educators to the local and global community is a key factor to student success. The

Master Plan will continue to provide opportunities for trusted relationships to build those connections as well as increase communication and transparency with shareholders, including families, districts, vendors, regional education collaboratives, postsecondary institutions and business/industry, in support of student learning and preparation beyond K-12.

Areas of Emphasis: Areas of Acceleration (AA)  /Areas of Improvement (AI) 



**AA-1:** Continue to build trusted relationships with shareholders (families, districts, partners) that will reduce risk as well as increase transparency and communication (*districts, vendors, higher-education, regional cooperatives*)



**AA-2:** Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts (*Webcasts, BrightBytes, Technology Activity Report, KETS Service Desk, Office of Education Accountability studies, independent studies, etc.*)



**AA-3:** Continue to utilize tools engaging postsecondary institutions, community members, districts and families in student learning and life after K-12 (*eTranscripts, School Report Card and Dashboard tool, Infinite Campus parent and student portal, KDE Open House, Digital Readiness Survey*)



**AI-1:** Partner with postsecondary pre-service teacher and principal programs to provide support in candidate preparation



**AI-2:** Encourage postsecondary institutions to host STLP events and /or more fully maximize the opportunity to showcase the university and its programs while students are on campus



**AI-3:** Build relationships with charter schools to determine policies and procedures related to architecture/design, systems security and privacy, services and reporting requirements

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
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AA-1	Utilize local education foundation support to supplement technology needs	Ed foundation team, DTC, various stakeholders at each location	Spring	Elizabethtown Education Foundation, Community contributors	\$50,000-\$100,000	Observation of implementation
AA-1	ECTC/Western	Counselors, Workforce readiness coordinator	Throughout the year	Local funds	Varies depending upon student participation and qualification	Completion rate of dual credit participants



## Digital Curriculum, Instruction & Assessment

Future Ready Gear

**KETS GUIDING PRINCIPLE** – A digital learning experience is fostered by a teacher or coach with the use of rich digital instructional materials that are vetted to the rigor of Kentucky Academic Standards. A robust digital environment provides students with the opportunity to assess their own learning/progress.

Areas of Emphasis: Areas of Acceleration (AA)  /Areas of Improvement (AI) 



**AA-1:** Continue to provide access to instruction digital content which further aligns to the Kentucky Digital Learning Guidelines



**AA-2:** Continue providing opportunities for students to demonstrate learning connected to and through technology (*empowering students through technology with STLP, IT Academy, etc.*)



**AA-3:** Continue to finalize and partner with Career and Technical Education (CTE) to promote Kentucky approved K-12 Computer Science Standards and Technology/Digital Literacy Content Standards (*based on International Society for Technology in Education standards*) for ALL students



**AA-4:** Continue providing access to online assessment tools that allow teachers and administrators to assess student learning, provide timely feedback to students and make curriculum decisions (*online formative assessment tools, interim based assessments, and summative assessments*)



**AA-5:** Continue to provide districts/classrooms access to digital instructional materials through an equitable of robust digital experience



**AI-1:** Identify digital content and tools (curriculum, instruction and assessment) designed to have the highest impact and value (e.g. is the technology making or not making an instructional and learning difference?), including frequency of use by teachers and students



**AI-2:** Create a closer connection with Career and Technical Education to expand information technology and computer science career pathway offerings specifically related to computer programming/coding and increase exams available through IT Academy



**AI-3:** Play a vital role in implementation of summative online assessment and school report card and dashboard tool of the new assessment and accountability system

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1	Local Digital Content Dev.	Asst. Superintendent of Student Learning, Principals, teachers, DTC	Ongoing	Varies	Varies	Quantity and quality of available online instructional content for each content area
AA-2	STLP	School STLP Coordinators , DTC	Ongoing	Varies	Varies	The participation level of schools and teams are the primary measure of success. Progressing to State from Regionals is also a key indicator of success
AI-2	Future partnerships universities	Counselors, Workforce readiness coordinator	Ongoing			Dual Credit participation and success
AI-2	IT Academy Certs	IT Academy teachers, Workforce readiness coordinator,	End of School Year			Quantity of students achieving certification, as well as the areas of certification



## **Personalized Professional Learning**

*Future Ready Gear*

**KETS GUIDING PRINCIPLE** – Digital learning expands the access to quality strategies and experiences for educators beyond the traditional methods of professional development. A culture of digital collaboration, workflow and relationships allows educators to build skill sets and instructional best practices with colleagues globally. This approach of increased access and flexibility for professional learning ultimately leads to greater success for students.

Areas of Emphasis: Areas of Acceleration (AA)  / Areas of Improvement (AI) 



**AA-1:** Continue building a culture of digital collaboration and connected digital relationships that allow administrators to support and encourage the use of digital tools by staff for professional learning.



**AI-1:** Provide district with guidance and support to determine crucial learning needs of teachers resulting in more professional learning opportunities related to digital learning tools

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1, AI-1	Continuing technology integration professional development is provided, as well as regular mini instructional lessons at administrative leadership meetings	Associate Superintendent of Instruction	ongoing	local		Observation and evaluation of instructional practices
	Help desk students become certified as Google Educators to assist staff	IT Academy teacher	Spring of each year	local		Number of certifications achieved



## Use of Space & Time

*Future Ready Gear*

**KETS GUIDING PRINCIPLE** – The personalized learning environment for students requires reimagining the use of school space and time. Virtual instruction, cloud-based learning tools, digital instructional material, digital collaboration, digital workflows and digital relationships, etc., assist in providing the vehicle for anywhere, anytime learning.

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Areas of Emphasis: Areas of Acceleration (AA)  /Areas of Improvement (AI) 



**AA-1:** Continue to provide guidance, support and resources for districts in the development and application of high quality online/virtual coursework as well as implementation of learning management systems



**AI-1:** Educate and support districts in the implementation and facilitation of digital learning tools and portable technologies that foster anywhere, anytime access for staff and students

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1	one to one - home instruction	Teachers, DTC	ongoing			Level of support needed for returning students who have been absent and participated in the lesson online
AA-1	one to one classroom vs lab	Admin, teachers, Technology staff	Aug. 2019	KETS, Local, Education Foundation	\$40,000 annually	Observation of lab usage decline. Lab sign up sheets.