Kentucky Education Technology System
DISTRICT TECHNOLOGY PLAN

DISTRICT NAME	Gallatin County
LOCATION	Warsaw Kentucky
PLAN YEAR(S)	2019-2020
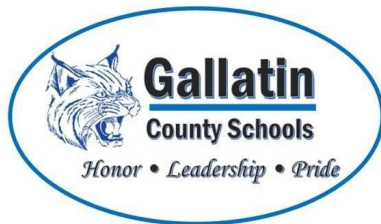
www.gallatin.kyschools.us

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Planning Team

District Staff [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Michelle Lawrence, CIO	Tony Jury, DAC
Stephen Riddle, Network Administrator	Joann Mccaughan, Special Education Director
Raymond Wright, Computer Technician	

Building Staff [Recommended to included principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Jennifer Biddle, Principal	Amanda Terrell, LMS
Caroline Turner, Teacher	
Amanda Carroll, Principal	
Kelsey Gognat, Teacher	

Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
Sonya Giles, Board Member	

Students [Recommended to include middle and/or high school students]	

Other [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?
We continue to increase the number of Google Certified Teachers in the district. Study groups have been formed to complete the certification and we will continue these in the 2019-2020 school year.

Goals that were not met or didn't have the expected outcomes?
We did not have a district-wide technology focused professional development day. As mental and emotional health become more of a need for our students, we focused on this.

We continue to work with USAC to upgrade the network infrastructure. If all applications are approved, all buildings will have new access points and switches. The applications from last year were not approved and have been in the appeal process for over 8 months. Scott Kane recommended that we apply for these items. We are optimistic that our applications will be approved and we can upgrade the network infrastructure in all buildings.

Areas of improvement?
Use of G Suite in the lower grades. With the high school as a 1:1 Chromebook school, both students and staff use these tools for instruction, presentation and collaboration. Budgeting resources to purchase 1:1 Chromebooks for our middle school students

Areas/goals that are no longer relevant?
The need for a core server is no longer relevant as we have purchased one this school year.

Needs that emerged after evaluation of the previous plan?
Our classroom hardware such as projectors, Interwrite board and document cameras very old (8-10 years). In addition to keeping devices in a rotation for upgrades, we also need to keep our classroom hardware upgraded.

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?

Each school completed a needs assessment for their building. We took into consideration the age of devices, the average amount of time devices are used, current use and future goals of each school. We looked at current budgets for technology at various levels and sources including General Fund, KETS, SBDM and partnerships with local businesses. The committee also took into the consideration the new testing requirements that are beign phased with beginning this school year. Goals were established for each school categorized by assessment, instruction and classroom hardware. Based on these goals and budgets, timelines were established to reach the goals.

Briefly discuss the major activities slated for implementation and how these activities will advance curriculum and instruction integration, student technology literacy, professional development, & technology infrastructure.

Network infrastructure is one of the main goal. The high school was upgraded a few years ago and has been able to handle the requirements for of the 1:1 program. We do have a few areas in the building that we consider "dead areas" and new access points will be added. We also still have a few older switches that will be upgraded. The middle school, upper elementary and lower elementary all need to have the switches and access points upgraded. The USAC applications for the middle school were approved in 2018 and we have purchased this equipment. However the middle school and upper elementary share closets and we need both school's applications approved before we can begin the work with the vendor. We have also applied for this equipment at our lower elementary. As part of our a construction project, new security cameras and software will be purchases. We also need the new switches to maintain this equipment.

With the purchase of iReady, we moving instruction, assessment and intervention to a digital environment. This allows student to have real time access to content at any time from any place.

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)?

We currently do not have a method for collecting student input. In the 2019-2020 school year, we will use e-prove to gather student input. The survey link will be posted in Google Classrooms for students to access. This diagnostic survey will provide data that will be used in the development of the School Improvement Plans, the District Improvement Plan and the District Technology Plan

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)*

DISTRICT TECHNOLOGY PLAN

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	Upgrade network infrastructure at the Upper Elem School with new access points and switches	CIO, Network Admin, Vendor Partner	June 30, 2020	Erate KETS General Fund	46396.70	Increased number of devices used at one time, increased speed , more coverage for wireless devices
AA2	Upgrade network infrastructure at Middle School with new access points and switches	CIO, Network Admin, Vendor Partner	June 30, 2020	Erate KETS General Fund	18468.50	Increased number of devices used at one time, increased speed, more coverage for wireless devices
AA2	Upgrade network infrastructure at Lower Eleme School with new access points and switches	CIO, Network Admin, Vendor Partner	June 30, 2020	Erate KETS General Fund	42951.55	Increased number of devices used at one time, increased speed,more coverage for wireless devices
AA2	Add additional access points in the high school in "dead areas". Add additional switches	CIO, Network Admin, Vendor Partner	June 30, 2020	Erate KETS General Fund	25408.60	Increased number of devices used at one time, increased speed,more coverage for wireless devices
AI-1	Move the middle school to a 1:1 environment with Chromebooks	CIO, Network Admin, Vendor Partner	June 30, 2021	KETS General Fund Grant/Donation	87500.00	Every student is issued a Chromebook

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)*

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)
AI-1	Assign rights and provide accessibility to district data based on job responsibilities	CIO	August 1, 2019	None	None	Infinite Campus User Groups will be created/updated based on job descriptions and responsibilities
AA-3	Provide reports to the local school board on the age of equipment (projectors, boards, document cameras, etc...) and the anticipated date and cost of replacement	CIO Network Admin Superintendent Local School Board	Throughout school year	None	None	The local school board will be informed of the long term plan and goals of the district hardware
AA-5	Ensure staff and students complete a digital citizenship course	CIO Principals Superintendent	September 1. 2019 - staff December 1, 2019 - students	None	None	Student complete a digital citizenship course as in compliance the CIPA. Staff will also complete digital citizenship course as part of the annual required training

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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

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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)
Al-4	Annual evaluation of current services/investments	CIO CIA Director Principals	June 30, 2020	None	None	Gather data from staff regarding the use of current technology services within the district to determine the effectiveness and whether to continue with the service
AA-2	Develop a long term timeline and budget for device refresh	CIO Network Admin Computer Technician CFO	June 30, 2020	None	None	Develop a plan with all devices and the end of life data. Provide a projected cost of the device replacement.
Al-1	Enter and monitor the number of technology requests in order to provide historical data when the need arises for additional technology support person	CIO Network Admin Computer Technician	Ongoing	None	None	Every technology request/need is entered into the help ticket system along with the person assigned and work completed. As we add more devices to our inventory, this information will provide the historical data needed to justify additional staff

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)
AA-3	Parents/Guardians will create IC Parent Portal accounts	CIO Data Entry Clerk Counselors	August 1, 2019	None	None	The implementation of Online Registration for the district requires at least one parent/guardian in the household to have a Parent PortaL. Accounts will be created as students are registered
AI-2	Students participate in STLP	CIO Principals SLTP Coaches	August 1, 2019	General Fund SBDM Funds	2500.00	Increased number of students that participate in STLP especially at the high school level
AI-1	Ensure new teachers and principals are supported at the district level	CIA Director	Ongoing	General Fund	1000 per mentor teacher	New teachers are assigned a mentor teacher (similar to the former KTIP program)

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-2	Recruit qualified staff to create an IT Pathway at the high school	CIA Director HS Principal	June 30., 2021	General Fund SBDM	Cost of teacher based on rank and experience	Hire qualified staff that can teach classes that will lead to IT Pathway completion
AA-4	ACT Online	CIA Director HS Principal HS Counselor	June 30, 2020	Title IV	$35 per student	High school Sophomores and Juniors will take the ACT online rather than the paper/pencil version
AA-5	Implement digital tools and resources into all grade level classrooms	CIA Director CIO Principals Teachers	June 30, 2020	None	None	Ensure that digital resources that the district currently has access are utilized in the classroom (ie. G-Suite Tools, Edgenuity, iReady, Sumdog, Gizmos, Reading Plus, Achieve 3000, etc.)
AA-2	Student Help Desk	CIO Network Admin Computer Tech Principal LMS	June 30, 2021	None	None	Develop a Student Help Desk in the middle and high schools led by the LMS and Computer Technician

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	Collaboration of administrators at the district and school level and collaboration of staff with digital tools	CIO Admins Teachers	June 30, 2020	None	None	Offer study groups for the Google Certification Courses
AI-1	Increase the number of Google Certified Educators	CIO Principals	June 30, 2020	None	None	Offer study groups for the Google Certification Courses

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.

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	Use of cloud-based storage and productivity tools	CIO Computer Technician Network Admin LMS	Ongoing	None	None	Students and staff will utilize Google Drive and OneDrive. The local drive for storage has been disabled to ensure the use of cloud based storage
AA-1	Implementation of online course courses	CIO CIA Director Principals Counselors	Ongoing	General Fund	23000	Edgenuity courses are available for students 6-12. Increased number of students enrolled in Edgenuity classes.