**Kentucky Education Technology System**

**District Technology Plan**

District Name: Spencer

Location: 207 W. Main Street

Plan Years: 2019-2021



SPENCER COUNTY PUBLIC SCHOOLS

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Technology Plan:

Spencer District

Taylorsville, Kentucky

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**Planning Team**

**District Staff**

**Superintendent:** Chuck Adams

**Assistant Superintendent/DAC:** Chuck Abell

 **Chief Information Officer/DTC:** Eric Cecil

**Digital Learning Coach:** N/A

**Network Administrator:** Tyler Broyles

**School Technician:** Cathy Sherrard

**School Technician:** Lisa Rowe

**Chief Finance Officer:** Vicki Goodlett

**Special Education Director:** Todd

**Data Integrity Officer:** Patti Lancaster

**Building Staff**

**Principal:** Steve Rucker

**Principal:** Gina McGinnis

**Principal:** Matt Mercer

**Principal:** Steve Webb

**Principal:** Bob Hafendorfer

**Students**

**Senior**

**Junior**

**Sophomore**

**Freshmen**

**Evaluation of Current Plan**

**What goals were met?** Technology Pathways were created.

**What goals were not met?** TRT position was lost. We do not currently have a good reliable source for Student feedback. Analytics on use of all paid software in the district.

**Areas of improvement?** Network was improved with the upgrade of core and building switches. Continue to upgrade wireless.

**Goals no longer needed?** N/A

**Unmet needs after the evacuation of the current plan?** TRT position remains unmet. We do not currently have a good reliable source for Student feedback. Need to require all Teachers to take & pass a Digital Driver License

<https://otis.coe.uky.edu/DDL/launch.php>

**Vision**

Provide equality and increased access to technology tools in accordance with the master plan ratio for each school level. Continually improve upon the speed of network and internet connections. Utilizing a TRT (Technology Resource Teacher) to provide meaningful training through team teaching in the integration and usage of District invested technologies for all staff.

Technology is the pencil and paper of our times. It should not replace a teacher. Technology is the tool for teachers to reach all students where they learn. Our teachers must embrace and be proficient in the integration and usage of all the technology tools in their classroom. Technology must be used to engage and enhance the learning experience in all subjects. Teaching students how to use technology is not a substitute for using the technology to create a better learning conduit for each student.

Information Technology believes in the utilization of technology as a tool in the 21th century classroom to support higher level learning, problem solving and critical thinking. This tool must be used to differentiate and enhance learning in all subjects for every student and safe schools. Students use a Learning Management System (LMS) such as Microsoft, Google, Edgenuity, and other resources like the internet to reinforce core and elective curriculum. Our goals are to build and maintain an infrastructure throughout the district to supply access to these technologies and more to support the needs of all students, staff, district buildings, and schools. This includes wired and wireless connectivity to the intranet and internet. Wireless connectivity will be created and maintained with density inside and outside of the school building areas sites. It is the school’s leadership that decide what edge devices are needed for their staff and students. These needs are exposed in an annual school level technology plan.

Information Technology will assist each school in preparing a technology plan tailored to their needs. Each plan will include current technology, future technology needs, and technology consumable needs. All Core academic subjects should be presented with 21st century themes such as innovation, information, media, life, career, and technology skills.

**Plan Preview**

How did the planning team decide on goals?

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

**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 do not currently have a good reliable source for Student feedback.

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 plan.

N/A

**KETS Master Plan Areas of Emphasis to consider**

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.

**Framework**

**The Future Ready Framework**

When high quality teaching is infused with the dynamic use of technology, personalized student learning becomes possible. The [*Future Ready District Pledge*](http://futureready.org/pledge)is designed to set out a roadmap to achieve that success and to commit districts to move as quickly as possible towards a shared vision of preparing students for success in college, career, and citizenship. This roadmap can only be accomplished through a systemic approach to change, as outlined in the Future Ready Framework. With personalized student learning at the center, a district must align each of the seven (7) key categories, called "Gears", in order to ensure a successful digital conversion.

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| https://dashboard.futurereadyschools.org/uploads/media/my-context/0001/01/13094f680e230d282ac386f4b6b66fcd8bc3362a.png  | **The 7 Gears are as follows:*** ***[Curriculum, Instruction, and Assessment](https://dashboard.futurereadyschools.org/framework/curriculum-instruction-and-assessment)***
* [***Use of Space and Time***](https://dashboard.futurereadyschools.org/framework/use-of-space-and-time)
* [***Robust Infrastructure***](https://dashboard.futurereadyschools.org/framework/technology-networks-and-hardware)
* [***Data and Privacy***](https://dashboard.futurereadyschools.org/framework/data-and-privacy)
* [***Community Partnerships***](https://dashboard.futurereadyschools.org/framework/community-partnerships)
* [***Personalized Professional Learning***](https://dashboard.futurereadyschools.org/framework/professional-learning)
* [***Budget and Resources***](https://dashboard.futurereadyschools.org/framework/budget-and-resources)
 |

The outside rings of the framework emphasize the need for [***collaborative leadership***](https://dashboard.futurereadyschools.org/framework/empowered-innovative-leadership)and the cycle of transformation where districts vision, plan, implement, and assess continually. Once a district is strategically staged in each gear, district leaders can be confident that they are ready for a highly successful implementation phase that leads to innovation empowered by digital learning.

The US Department of Education has completed a full research synthesis, entitled "[Characteristics of Future Ready Leadership](http://tech.ed.gov/leaders/research/)," which supports the various Gears of the Future Ready Framework. The Framework itself was also built upon a myriad of research, which is [cited here](https://dashboard.futurereadyschools.org/uploads/media/default/0001/01/2210e5dd1f82157083833a280e47495451f25a55.pdf). Information for each Gear, as well as aligned resources are available on the left hand menu of this page. Definitions for all Gears and Elements as well as a glossary of terms can be [downloaded here](http://futureready.org/wp-content/uploads/2016/07/FutureReadyFrameworkDefinitions.pdf).

***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 | Facilitator | Expected Timeframe | Expected Funding Source | Expected Funding Amount | Metrics used to prove success |
|  |  |  |  |  |  |  |
| AA-1 | Continue to provide the most recent (within 6 yr of purchase) iteration of Core, Switches, wireless access points, owned fiber, Hyper-v Data center  | CIO, Network Admin, School tech | Continue to budget for a 6 yr. refresh Purchase year:Core 2018Switches 2018Wireless AP 2015Hyper-V Data Center 2012 | KETS Matching, Local Board, E-Rate | To be determined | Network & Data access uptime is 99% or better |
| AA-2 | Access to technology must be equitable across the district with the exception of special needs | Superintendent, DAC, Principals, CIO | Continue to maintain equity | KETS Matching, Local Board, E-Rate | To be determined | Student Voice, inventory, student count |
| AA-3 | Continue to extend the reach for all students to the internet & LMS through the district network & other home, Wi-Fi Bus connections | DAC, Principals, CIO | Continue to maintain and grow connectivity to digital services | KETS Matching, Local Board, E-Rate | To be determined | Readiness Survey |
| AA-4 | Continue to train Teachers on LMS options for blended and remote learning | DAC, Principals, CIO | Annually  | Local | Time | PD attendance |
| AI-1 | Continue to purchase student devices Win 10 extended 3 yr. warranty with replacement funding after 3 yr.  | CIO, Network Admin, School TechLenovo, CDWG, Dell | Continuous moving forward with all purchases | KETS Matching, Local Board, E-Rate | To be determined | Follett inventory count and student count ratio |

***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 of 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

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| KETS AA or AI | Strategy | Facilitator | Expected Timeframe | Expected Funding Source | Expected Funding Amount | Metrics used to prove success |
|  |  |  |  |  |  |  |
| AA-3 | Continue to use the Tell survey data with other surveys as needed | CIO, DAC, Digital Learning Coaches, School Admin | Once a year or as needed | Local service | $0 | Annual Review of surveys |
| AA-5 | Continue using safe schools to require Teachers to be aware of our AUPRequire all Teachers to take & pass a Digital Driver License<https://otis.coe.uky.edu/DDL/launch.php> | CIO, DAC, Digital Learning Coaches, School Admin | Once a year Opening week of school | Local service | $0 | Reports of completion & scoring |
| AI-1 | District IC training on privacy & data securityReview current Board Policies/Procedure for monitoring data security/privacy and consequences when breached Create a brief online training to draw attention to the issues of security/privacy & the users responsibilities  | CIO, DAC, Digital Learning Coaches, School Admin, Data Admin | Once a year Opening week of school | Local service | $0 | Reports of completion & scoring |
| AA2 | Use LightSpeed for WEB filtering in district and outside of district | CIO, Network Adm | Continuous | State | $0 | Reports |

***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 | Facilitator | Expected Timeframe | Expected Funding Source | Expected Funding Amount | Metrics used to prove success |
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| AA-3 | Utilize E-rate funding as it applies to the needs of the district | CIO, Network Admin, School tech | Annually | USAC | Unknown | Network & Data access uptime is 99% or better |
| AI-1 | Technology Web page, Quarterly email, Present a know your tech team during district and school PD  | CIO, DAC, Principals, Tech team | Web site as necessary, Email Quarterly, & PD when mandated | Web site Local funding, Emailing local funding, PD local funding | $0 | Staff survey |
| AI-4 | Capture & analyze data for use & nonuse of District & classroom technology hardware/software  | DAC, Principals, CIO | Annually | Local | $0 | Tech survey/data collection of evidence  |

***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

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| KETS AA or AI | Strategy | Facilitator | Expected Timeframe | Expected Funding Source | Expected Funding Amount | Metrics used to prove success |
|  |  |  |  |  |  |  |
| AA-1 | Have a presence with info at school parent events | CIO, Network Admin, School tech, Principal | Coordinate with each school for date of events | Local | Free | Network & Data access uptime is 99% or better |
| AA-2 | Continue to build the Technology Pathways, develop a successful Student run Helpdesk program at the High School, build on the STLP program  | DAC, Principals, Tech Teachers, CIO, Tech team  | Annually | KETS Matching, Local Board | Unknown | Addition of Technology Pathways, Spiceworks reports on work order completion for H Attendance to Regional & State STLP Competition Helpdesk,  |
| AA-3 | Reach out to Home schooled population to leverage Edgenuity & other platforms | DAC, Principals, School Councilors, CIO | Annually/beginning of school or before | Local | Unknown | How many Home schooled or other utilize Spencer County’s Edgenuity & other platforms  |

***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

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| KETS AA or AI | Strategy | Facilitator | Expected Timeframe | Expected Funding Source | Expected Funding Amount | Metrics used to prove success |
|  |  |  |  |  |  |  |
| AA-1 | Continue to increase the number of one to one devices for students | CIO, Network Admin, School tech, DAC, Principals | Annually | CARES ACT, Grants, KETS Matching, Local Board | Unknown | Device to student ratio |
| AA-1 | Continue to provide a robust network & internet connection to utilize learning platforms such as Learning Summit, Edgenuity, MS Teams, Google Classroom, etc.  | CIO, Network Admin, School tech, DAC, Principals | Annually | Grants, KETS Matching, Local Board, E-Rate | Unknown | Network & Data access uptime is 99% or better, 95% use of these learning platforms |
| AA-2 | Develop and expand on STEAM labs at each school’s media center | Media Specials, CIO | Annually | KETS Matching, Local Board | Unknown | Student involvement in STEAM & use of labs |
| AA-3 | Technology Pathways (Computer Science Courses, Digital Literacy)  | CIO, Technology Pathway Teacher | Annually | Local | Unknown | Student participation in Technology pathway |
| AA-4 | Continue to utilize the various learning platforms & their grading forms (MS Teams, Google Classroom Forms, Gradecam | CIO, DAC, Principals | Annually | Local | Free | Survey/Walkthrough |

***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

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| KETS AA or AI | Strategy | Facilitator | Expected Timeframe | Expected Funding Source | Expected Funding Amount | Metrics used to prove success |
|  |  |  |  |  |  |  |
| AA-1 | Require every teacher to create their lessons in digital form  | CIO, DAC, Principals | Annually | Local | Time | Evaluations/proof of digital lessons |
| AI-1 | District Learning Summit | CIO, Network Admin, School tech, DAC, Principals, Teacher | Annually | Local | Time | Attendance |
| AI-1 | Provide PD for classroom technology skills | CIO, Network Admin, School tech, DAC, Principals | Anytime | Local | Time | Work orders |
| A-1 | Teacher will complete a survey of their own use of their classroom technology | CIO, DAC, Principals | Annually | Local | Time  | The Survey |
| AA-1 | Allow for wide spread use of popularly used technologies in the classroom | CIO, DAC, Principals | Anytime | Local | Time | Survey |
| AA-1  | District Technology staff will work more closely with Teachers to give ongoing support of all technology in the classroom | Technology staff | Anytime | Local | Time | Work orders listed as PD |

***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

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| KETS AA or AI | Strategy | Facilitator | Expected Timeframe | Expected Funding Source | Expected Funding Amount | Metrics used to prove success |
|  |  |  |  |  |  |  |
| AA-1 | The use of available LMS platforms such as MS Teams, Google Classroom, Edgenuity, Learning Summit, etc. | CIO, DAC, Principals, School Techs, Medial Specialist, Teachers | Anytime | Local | Time | Survey/Walkthrough |
| AA-1 | Expand the role of Media Center to a more digital assist role | CIO, DAC, Principals, School Techs | Anytime | Local | Time  | Review |
| AI-1 | Improve student understanding of the technologies available to them through our computer lab facilitators  | CIO, DAC, Principals, School Techs | Anytime | Local | Time | Lesson review |
| AI-1 | Make available a list of internet access points throughout the district & the county | Technology staff | Anytime | Local | Time | Web page listing/emails |