DISTRICT NAME	LIVINGSTON COUNTY SCHOOLS
LOCATION	Smithland, KY
PLAN YEAR(S)	2020-2022

https://www.livingston.kyschools.us

Vision:

Our vision is to **Live RED —
Reaching Excellence Daily**

Mission:

Our mission is to provide a culture of
rigorous, **e**ngaging, and **d**ifferentiated
learning for every student, every day.

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Planning Team

District Staff [Recommended to include CIO/EDTECH LEADER, TIS/DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Victor Zimmerman, Superintendent	Amy Ramage, DPP, CEO, Safety
Mary Dunning, Finance Officer, Title I, 21st CCLC Dir.	Rebecca Dunning, Exceptional Child Coordinator/Preschool Coordinator
Stephanie Wood, Supervisor of Instruction, Principal Liv Central HS	Kristy Nelson, System Officer, Food Services Dir.
Leigh Choat, DAC	

Building Staff [Recommended to included principals, LMS, STC, counselors, teachers, teaching assistants, etc.]		
Bobby Love, Principal Liv Co MS		
Geco Ross, Assistant Principal Liv Central HS	Jennifer Ashley, Teacher	Jennifer Bowles, Teacher
Tadd Mott, North Livingston Elementary	Jessie Gordon, Teacher	Kathy Toon, Teacher
	Tamara Clinger, Teacher	

Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
BJ Fern, EdTech Leader, Network Admin, E-Rate Mgr.	Regina Durard, District Technician, STLP, Web Admin
Twila Coleman, IT Assistant	

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?
--Several outdated projectors and desktop workstations were replaced with newer models and mobile devices.

    Student technology literacy is being imbedded into ILPs.

Goals that were not met or didn't have the expected outcomes?
-- More devices need to be updated.
--Need to train students on care and use of mobile devices.

Areas of improvement?
--Focus on increasing digital citizenship instruction using common resources in all schools and grade levels. Emphasis on the 9 Elements of Digital Citizenship.
--Continue to demonstrate and emphasize the proper use and care of mobile devices.
--Work on better communication with district/building stakeholders regarding technology purchases for schools.
--Need for ongoing/updated training of teachers for resources and products available to staff and students. Integration of virtual learning.

-- Need to improve student input.

Areas/goals that are no longer relevant?
--As the emphasis now focuses on individual schools and their technology needs, a district refresh plan should be the combination of all school refresh plans.
--Teachers/Staff no longer need to have a Home Directory folder. Options for saving data which is retrievable from any location

Needs that emerged after evaluation of the previous plan?

--Transition from the technology department knowing the needs of each building/school to focusing on operations, security, facilitating requests and collaboration. Inform individual building administration correct numbers of tech related devices, type, age, and life-cycle expectancy (inventory). Given this data will assist leadership and SBDM Councils with technology decisions to best meet the needs of students and staff.

--Google Classroom via Chromebooks (or other digital platform): Facilitate initial and on-going training throughout the FY22 school year (as indicated by principals).
--Training for teachers, staff, students on available purchased product suite for Microsoft (or other) as an option to enhance daily instruction.

--District will utilize another digital method for student ILP w/focus on 9th-12th grade. Training offered to teachers on Tassel and Boardworks (selected software).

New Plan Preview

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

Due to the COVID threat and NTI days since March 2020, Committee members communicated via email. Individual building stakeholders were asked to contribute to the plan based on the specific needs for technology and professional development for their school. District members were provided the current tech plan as a template and asked for feedback pertaining to overall district needs, emphasizing implementation of new technology and computer science standards into the curriculum.

Feedback was received in a narrative form, then entered with the correct placeholders per KETS Master Contract Standards of template.

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.

Due to the COVID requirements for safety by the CDC, most of the PD offerings will be virtual.
Professional Development Activities are scheduled throughout the summer months and training may differ between schools.
--Administrators attend Curricular Alignment (focusing on new technology standards)
--Striving Readers Grant participants utilize special PD for target audience
--Google and Microsoft Suite training for staff TBD

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)?

Not specifically for technology issues, but district is exploring programs to collect student responses regarding digital learning environments.
Due to COVID campus restrictions, extended NTI days data indicated 80% of students selected paper packets rather than online assignments option.
Based on communication with care givers and students, many in this rural community do not have Internet Services or Cell Service available to their homes that is compatible with digital learning platforms.

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)*

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-4	Explore, select, and implement cloud-based services for building administrators to maximize walk-throughs, observations	*EDTECH LEADER Supervisor of Instruction*	*Fall 2020*	*Grants, General Funds*	*TBD*	*District selected software purchased w/PD for staff Summer 2020. Use of these services will enable quicker feedback via data to stakeholders and progress monitoring*
AA-1	Communicate with KDE and KETS Regional Field Staff to ensure district internet access is operational and accessible to all staff and students	EDTECH LEADER KETS Service Desk Region 1 KETS Field Staff	Ongoing	N/A	N/A	Reliable internet connectivity with little to no, latency or outages
AA-3	Monitor and evaluate current district dense wireless services to ensure digital connectedness for learning environments. Update wireless AP's where budget allows.	EDTECH LEADER	Ongoing	KETS/E-Rate	5,000.00	Students and staff will have continued wireless access throughout the district for learning Tech requests for wireless issues will be reduced
AI-1	High School's goal is a 1:1 Chromebook mobile device instructional environment for staff and students	BUILDING PRINCIPAL SBDM Tech Dept.	Ongoing	KETS/General Technology/SBDM/ other sources	88,000.00+/-	All students and staff will have mobile devices and operate on a wireless platform
AI-1	Middle School's goal is a 1:1 Chromebook mobile device instructional environment for staff and students	BUILDING PRINCIPAL SBDM Tech Dept.	Ongoing	KETS/General Technology/SBDM/ other sources	21,000.00+/-	All students and staff will have mobile devices and operate on a wireless platform

Equity | Achievement | Integrity | Quality | Opportunity | Access

AI-1	North Elementary has a goal of a 1:1 mobile device instructional environment for staff and student. Exploring Chromebooks for students grades 3-5 and another iPad like device for K-2.	BUILDING PRINCIPAL SBDM Tech Dept.	Ongoing	KETS/General Technology/SBDM/ other sources	62,520.00+/-	All students and staff will have mobile devices and operate on a wireless platform
AI-1	South Elementary has a goal of a 1:1 mobile device instructional environment for staff and student. Exploring Chromebooks for students grades 3-5 and another iPad like device for K-2	BUILDING PRINCIPAL SBDM Tech Dept.	Ongoing	KETS/General Technology/SBDM/ other sources	120,450+/-	All students and staff will have mobile devices and operate on a wireless platform
AI-1	Upgrade current classroom hardwired desktop computers and projectors to a wireless environment	BUILDING PRINCIPAL SBDM Tech Dept.	Ongoing	KETS/General Technology/SBDM/ other sources	65,100.00+/-	Classroom environments will allow for wireless connectivity enhancing projection capabilities for instruction, PD's, etc.

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)
AA-3	Explore county options for obtaining Internet and/or cell service availability to all areas of the district.	EDTECH LEADER Supervisor of Instruction DPP	Ongoing	Varied	TBD	Students would have option to access virtual learning instead of paper packets. Utilize digital citizenship concepts in real world situations.
AI-1	Enhance existing training for staff and key personnel on PII.	DPP EDTECH LEADER	Ongoing	None	None	Goal is 100% compliance w/o any breaches, of loss of data
AA-5	Offer additional assistance to teachers on Digital Citizenship and encourage best practices of data quality, security, and privacy.	DPP EDTECH LEADER	Ongoing	None	None	Daily use of digital citizenship skills as demonstrated by staff and students, evidenced by log activity.

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	Strategy	Person(s)	Anticipated	Anticipated	Anticipated	How will you know this is successful?

AI		Involved	Timeframe	Funding Source	Funding Amount	(including metrics)
AA-3	Prepare and secure an E-Rate eligible RFP and bid for District WAN services, seeking required approvals from Board of Education, board attorney, and KDE as needed.	EDTECH LEADER, Superintendent	2021-2022	E-Rate, General Funds	TBD $80,000 (before E-Rate discounts)	Continuation of WAN services to outlying schools & BOE w/a minimum of 1GB or higher connectivity
AA-3	Prepare and secure E-Rate eligible funds to update network cabling	EDTECH LEADER	Based on E-Rate deadlines	E-Rate General Funds	TBD	Evidenced by better connection times due to updated cabling
AA-2	Analyze previous budget for possible better alignment to Munis codes for new budget year.	Dir. of Finance, EDTECH LEADER	Summer 2020 and 2021	Various	TBD	Streamline budget to meet specific utilized codes in Munis to remain in balance

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-1	Coordinate with Family Resource Centers to offer digital literacy/ online safety resources OR talks for school/community stakeholders	EDTECH LEADER Principal	Ongoing	General Fund FRYSC	TBD	Participation by school and community stakeholders
AI-1	Build on the relationship with Murray State University's Professional Development opportunities and partnership with KATE, to promote digital learning opportunities throughout the year for educators	Supervisor of Instruction DPP EDTECH LEADER	Ongoing	None	None	Classroom observations Student survey data results Teacher satisfaction
AI-2	Continued support for all schools sponsoring STLP and stipend Coordinator for services, etc.	District Support Staff	Ongoing	General	$600	Evidence by increase student participation in STLP projects at district, regional, and state levels

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	Strategy	Person(s)	Anticipated	Anticipated	Anticipated	How will you know this is successful?

AI		Involved	Timeframe	Funding Source	Funding Amount	(including metrics)
AA-1	Integrate online interactive ready-made courseware (Boardworks) into daily instruction K-12	District & Building Admins	Begin w/training for teachers Summer 2020	District General		Evidenced by use of software for educational instruction

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)
AI-1	Offer professional development relevant to specific software, curriculum objectives and grade level outcomes	Supervisor of Instruction, DPP, Building Admins, designees	Begin Summer 2020	Various funds from General to SBDM per building	TBD	Evidenced by increased use of knowledge of various software and platforms to enhance the learning environment

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	Principals communicate critical need for more student mobile devices and updated staff ones	Building Admins, District Admin	Begin Summer 2020	Various sources and Grants	30,000	When principals' requests have been met.
AA-1	Provide guidance and resources for teachers as needed	Tech Dept.	Ongoing	None	None	Teachers become confident in use of digital learning and the tools needed for success