DISTRICT NAME	Elizabethtown Independent School District
LOCATION	Elizabethtown, KY
PLAN YEAR(S)	2021-2022

www.etown.kyschools.us

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Planning Team

District Staff [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, etc.]	
Kelli Bush - Assistant Superintendent for Student Learning	**Jessica Turner – District Curriculum and Instruction Coordinator**
Tim Maggard - CIO/DTC	
Amy Huff - Engineer	
Chuck Jewell - District Technician	
Travis McCoy - District Technician	

Building Staff [Recommended to included principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Amy Truitt - LMS Panther Academy	**BJ Henry-Principal Elizabethtown High School**
Angela Rucker - LMS T. K. Stone Middle School	**Heather Goodman-Principal Morningside Elementary**
Michele Deon - LMS Elizabethtown High School	**Dawne Swank-Principal TK Stone Middle**
Kristina Jewell - LMS Helmwood Elementary	**Aaron Howell-Principal Helmwood Heights Elementary**
Stacey Stroop - LMS Morningside Elementary	**Carla Kuhn – Principal Panther Academy**

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

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

Other [parents/community members, business and nonprofit leaders, etc.]	

Equity | Achievement | Integrity | Quality | Opportunity | Access

Previous Year's Strategies Evaluation

- Elizabethtown Independent Schools completed the implementation of a 1 to 1 environment, all the way down to our preschool students. Utilizing hotspots for low income families who did not have access to the internet, every student was able to have remote access.
- Many EIS teachers were already working on digital content prior to the pandemic, but all quickly adapted to develop a pre-K through 12 curriculum that was accessible in and out of the physical school building.
- Every teacher taught live virtual lessons, as well as posted assignments
- All in all it was a very successful year, with several goals being met and exceeded, such as expanding 1 to 1 to the entire district, and the development of digital content

Upcoming Year's Strategies Preview

- Each school develops a technology plan specific to that site, and those plans are used to assist in drafting the instructional components of the district plan.
- District level admin met to discuss ESSER funding, and how we could alleviate immediate needs, such as replacement of devices that were going end of life in 2021 and 2022.
- The DTC is working directly with school SBDM councils to develop a perpetual funding model for each site, to include multiple funding sources, to assure that students always have devices current devices, (4years old or under).
- The development of assignments in an online format will continue to be a priority.
- A blended instruction model will be implanted to provide opportunity for students returning to traditional, in-person instruction, as well as for those who wish to continue with Panther Online Learning
- Upgrades to the district networking infrastructure will be completed this year.

What goals were met?

- <u>Increase student learning</u> Though the pandemic changed the face of instruction, the staff delivered live instruction daily, met with students at varying hours to provide individualized instruction and support, and made substantial progress throughout the year..
1. Going one to one, prior to the pandemic, at the high school, and being essentially one to one at the middle school, allowed a much smoother transition to an all one to one, remote learning environment at all schools.

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- <u>Ensure parental access</u> 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.
2. Expanding Panther Online Learning to be more all encompassing

- Ensure a <u>safe networking environment</u> 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. Utilizing the Lightspeed Relay Chrome agent we were able to provide filtering off site for our students.

3. All students and staff are trained at the beginning of each school year regarding proper digital citizenship

- <u>Continue the use of Google Workspace</u> at all grade levels while promoting the use of research-based technological applications and strategies. Continue researching and integrating current technology into the classroom.

1. The district has embraced Google Workspace 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. Great advances were made throughout the year to enable delivery of quality content to students through remote learning. 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.

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1. Increase community communication. Social media, district website, and One Call, have 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. We are in our fourth year of a one to one initiative at the high school, as well as our first full year of a one to one at all school levels.

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

Overall the year was very successful. Content development is always a challenge, with new concepts and content always needed, but for the relatively short time we have been one to one, the staff has done an excellent job in integrating most content to take advantage of the digital access.

Moving to a 100% Virtual Learning environment presented a plethora of new challenges, and forced a one to one move across the district, sooner than planned. Though challenging in many aspects, the staff, students, and parents rose to the challenge, but we will continue to work to improve all our methods of delivering instruction and supporting our student population.

Areas of improvement?

Curriculum development, as mentioned above, is ongoing, but has seen much success. The district has made tremendous gains in online content development.

The Technology staff has become very proficient in Chromebook repair and service, creating an environment where students can always count on having their technology available.

goals that are no longer relevant?

Since our goals centered around curriculum development, community relations, and technology access, all goals remain relevant, and are subject to improvement

Needs that emerged after evaluation of the previous plan?

Content development and organization for grade 1-8 has begun, but tremendous need still exists and will be addressed going forward.

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. One to one at K-8 was fully implemented and has also gone very well. The development of online content is critical to continue to provide the highest level of instruction possible on and off site.

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.

NTI increased our timeline for implementation of one to one technology from 1-12, as well as content development in a digitally accessible format. Our focus is to continue to provide the greatest educational experience possible, with all tools available, and regardless of our learning environment, i.e. home with NTI, face to face instruction, individual student absences, and any other scenarios that arise. This year taught all of us many lessons, and magnified the versatility needed to teach in the current age.

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)*

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding	How will you know this is successful? (including metrics)

Equity | Achievement | Integrity | Quality | Opportunity | Access

					Amount	
AA2	Finish refresh of switches not able to be upgraded previously for funding limitations	CIO, Vendor Partner	completed by Aug 1, 2021	Erate KETS General Fund		Consistency of network will be indicative of the success of the upgrade
AI1	District bandwidth upgrade	KDE	Completed by Oct. 1, 2021	KDEs		Completion of upgrade process
AI1	Replace end of life one to one devices to maintain a current one to one portable inventory for all students	CIO, Building Admin, Building LMS	completed by Aug 1, 2021	KETS, Education Foundation, BOE, PTA, PTO		If ratio of one to one current devices is achieved

Data Security, Safety & Privacy
Future Ready Gear

Equity | Achievement | Integrity | Quality | Opportunity | Access

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)
AI1, AA5	Required district wide viewing of data security presentation	CIO, All district staff	August 2021			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 2021			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		Fulfillment of IEP requirements, observations
AA3	Utilized grant funding to supplement technology strands in curriculum, PLTW, Workforce, etc.	Grant coordinator, DTC	Throughout school year	Perkins Funds		Student certifications, expanding opportunities
AA1	Provide fiber connectivity to all locations	DTC, Finance Officer	ongoing	Local, USF	$30,000	Consistent high speed network access, with little to no down time

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![gear icon] ***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	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
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.	Curriculum and Instruction Supervisor, 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 Regional 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 Certifications	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	Strategy	Person(s)	Anticipated	Anticipated	Anticipated	How will you know this is successful?

AI		Involved	Timeframe	Funding Source	Funding Amount	(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
AA-1, AI-1	Expand digital content development to K-12	Associate Superintendent of Instruction, teachers, IT	Ongoing			NTI was a big test of our high school readiness for digital content delivery, and went as well as could be expected. K-8 will be evaluated by quality of integration throughout the year

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

Equity | Achievement | Integrity | Quality | Opportunity | Access

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(primarily at the high school).
AA-1	one-to-one classroom K-12	Admin, teachers, Technology staff	ongoing	KETS, Local, Education Foundation, PTO	$60,000	Feedback from staff and students.

Equity | Achievement | Integrity | Quality | Opportunity | Access