

DISTRICT TECHNOLOGY PLAN

DISTRICT NAME Covington Independent Public Schools

LOCATION Covington, Kentucky

PLAN YEAR(S) 2021-2022



[www.covington.kyschools.
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Planning Team

District Staff [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Alvin Garrison, Superintendent	Jamarcus White, Director of Technology
Scott Alter, Asst. Superintendent	Joe White, Computer Technician
Janice Wilkerson, Asst. Superintendent	Rick Brock, Computer Technician
Bill Grein, District Assessment Coordinator	Josh Rider, Computer Technician
Annette Burtschy, Director of Finance	Jared Laney, Computer Technician
	Emily Rizzo, Technology Integration Specialist
Building Staff [Recommended to included principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Tony Magner/Angie Turnick, Principal Holmes High School	
Jeanetta Kathman, Principal Holmes Middle School	
Sherry Lindberg, Principal Glenn O Swing Elementary	Elizabeth Lenen/Ian Madden, School Technology Coordinator
Joann James, Principal Latonia Elementary	Mike Mencsik, School Technology Coordinator
Elizabeth Miller, Principal JEB Early Childhood Center	Marie Dysert, School Technology Coordinator
Kieli Ferguson, Principal 9th District Elementary	Tim Roberts, School Technology Coordinator
Brian Walz, Principal 6th District Elementary	Jacob Gibson, School Technology Coordinator
Tara Bell, Principal John G Carlisle Elementary	Joey Sholler, School Technology Coordinator
Lorie Duffy, Principal Transformational Learning Center	Nick Staples, School Technology Coordinator
Additional District Contributors	
Jerry Avery, Board Member	Glenda Huff, Board Chair
Tom Haggard, Board Member	Sarah Flerlage, Board Vice Chair
Steven Gastright, Board Member	

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?

Covington Independent Schools was able to meet the needs of each elementary school with a 1:1 initiative, now making the entire District a true 1:1 environment for grades K-12. The Technology Department, through work and collaborations with state vendors, improved network infrastructure to be better prepared for future growth in the areas of wireless access(hotspots), LAN networks, online testing, and bandwidth.

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

The Digital Driver's license for staff and students did not meet the goal of 85-100% completion.

Areas of improvement?

Network infrastructure upgrade from 1 gig connection to 10 gig connection between the core and all school sites.

Areas/goals that are no longer relevant?

N/A

Needs that emerged after evaluation of the previous plan?

Infrastructure improvements emerged in the form of inventory/asset tracking, the need to better secure the District Data center.

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]

The DTC met with Covington Independent Schools leadership and formed a Technology Committee and determined that there were 3 major focus points for Covington Independent Schools for the 2021-2022 school year. Technology Infrastructure, Staff, Student and Parent Technology Literacy, and Budget and Resources. Covington Independent Schools realizes that the way we use technology is constantly evolving and changing and that software, hardware and other technologies should be acquired and maintained to ensure a modern learning environment so that our students can become productive members of the global society. Covington Independent Schools expects its teachers to become effective users of technology in order to provide an innovative, creative and user-friendly learning environment both in person and virtually.

The major activities slated for implementation for the 2021-2022 school year will be to...

- Create and establish a process to ensure 85-100% of the students and staff receive their Digital Driver's License.*
- Due to COVID, the District has been exposed to new funding sources that has created excitement around possibilities of purchasing new hardware, software, and other technology related needs. With that, the technology department will redefine the standards when it comes to classroom tech, staff and student devices for each grade level and connectivity so that there is uniformity across the District.*
- Create and establish 3 and 5 year plans to promote sustainability and refresh cycles of hardware and software purchased with new funding sources, i.e ESSER funds.*
- Improve the tracking of District hardware, software and monitoring systems to better equip schools and District leadership with accurate information needed to make decisions based on needs that contribute to the overall goal of the District.*
- Upgrade and maintain the wireless and wired network infrastructure to keep the District up to date with the K-12 industry standards while also having the opportunity to advance beyond the industry standard.*
- The Technology Department will also become more involved with the community through the District Website, Social Media, Parent Nights and Q&A Sessions both in person and virtual.*

The Technology Department is excited about the future of Covington Independent Public School and the implementation of this tech plan! Even though COVID-19 has been a challenge, it has given us the opportunity for growth to enhance the learning experience of our students while welcoming the diversity shown by our teachers and administration. We look forward to all embracing this new norm. Thanks.

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)? Google Form, BrightBytes

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. N/A

KETS Master Plan Areas of Emphasis

Connected to the Future Ready Framework

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

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



Robust Infrastructure & Ecosystem

Future Ready Gear

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

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



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



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



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



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



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

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KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI-1	Develop a plan to relocate the current District Data Center to an area that will be more secure and robust.	DTC, KDE, Cincinnati Bell, District Leadership	2021-2022 Ongoing	TBD, Possible ESSER	TBD	The future location of the current Data Center will be in a location that is more secure
AI-1	Upgrade the current infrastructure Wiring.	DTC,	2021-2022 Ongoing	KETS, ERate, Other funding sources TBD	TBD	By the end of the 2024-2025 school year, all CIPS buildings will be upgraded.
AI-1	Upgrade the aging phone system to an IP based system.	DTC,	2021-2022 Ongoing	TBD,	TBD	New system will be in place and operational.

AA-1	Maintain wired network infrastructure to support all facets of district needs, including desktop access, printing, security, voice, and other essential services for students, teachers, and administrative needs.	Tech Department	2021-2022 Ongoing	General Fund, KETS, ERate, ESSER	TBD	-Reduced network downtime -Reduced network related work orders
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AA-2	Continue to maintain all wireless equipment in all buildings to maintain and promote a robust network (full utilization of eRate Cat 2 dollars)	Tech Department	2021-2022 Ongoing	ERate	TBD	Network activity reporting and Wireless surveying
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AI-2	Redefine the standard technology to create uniformity across the District in all areas.	Tech Department	2021-2022 Ongoing	ERate	TBD	Network activity reporting and Wireless surveying
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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	Create & Establish a District-Wide initiative to make sure all staff and students K-12 complete the Kentucky Digital Driver's Licenses.	DTC, Principals, STC, TIS, All Teachers & Students	2021-2022 Ongoing	TBD	TBD	Reports of 85-100% completion as determined by the Kentucky Digital Driver's Licenses admin console.
AA-1	Continue to establish and or revise current policies and procedures involving	DTC, Leadership	2021-2022 Ongoing	TBD	TBD	Employees within the District, along with parents and students, will feel safe providing needed information to


	<i>acceptable use, digital citizenship, content filtering, passwords & complexity.</i>					<i>the District. Students will be exposed to the potential dangers of the internet and will be comfortable and knowledgeable with how to handle real world situations involving cyber threats, email and social media. Brightbytes survey data.</i>
	<i>Establish a clear entry/exit protocol for employees and students as they enter and leave the system (enabling/disabling, maintain security, etc)</i>	<i>DTC, Leadership,</i>	<i>2021-2022 Ongoing</i>	<i>TBD</i>	<i>TBD</i>	<i>Instances of network security breaches, compromises</i>



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

<i>KETS AA or AI</i>	<i>Strategy</i>	<i>Person(s) Involved</i>	<i>Anticipated Timeframe</i>	<i>Anticipated Funding Source</i>	<i>Anticipated Funding Amount</i>	<i>How will you know this is successful? (including metrics)</i>
<i>AA-1</i>	<i>Continue to leverage KETS, ESSER & E-Rate Funds to help support the needs of the District staff and students.</i>	<i>DTC, CFO, Leadership</i>	<i>2021-2022</i>	<i>KETS Funds, ESSER & E-Rate</i>	<i>TBD</i>	<i>Budget figures and hardware purchased will be evidence for improvements and upgrades.</i>
<i>AI-1</i>	<i>Communicate or share current and future computing device inventory with school level decision makers to assist in the school technology purchasing plan, including maintenance for current devices and purchases for future needs.</i>	<i>DTC, CFO, Principals</i>	<i>2021-2022</i>	<i>ESSER II, ESSR III, KETS, General Fund</i>	<i>TBD</i>	<i>Schools will develop and implement a refresh cycle</i>
<i>AI-4</i>	<i>Analyze expenditures on tech services, software, and hardware and cross reference with usage report.</i>	<i>DTC, CFO, Leadership</i>	<i>2021-2022 Ongoing</i>	<i>TBD</i>	<i>TBD</i>	<i>Budget will reflect fiscal responsibility. Analytics data.</i>



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	Continue to support the SBE program at the High School. "See what we're doing" with technology that engages the community with student technology.	DTC, Leadership, Students	2021-2022 Ongoing	General Fund, KETS, Title 1 (Grants if Available)	TBD	Higher rate of student participation/involvement in areas involving technology in and outside of the normal school day.
AA-2	Seek partnerships to support or expand local STLP efforts	DTC, STLP Coach,	2021-2022	TBD	TBD	Enhanced level of support from community, projects take on more specific local/regional purpose, students learn the importance of being connected and committed to their community (direct observation, discussions with community partners)
AI-1	Engage in tech talks with parents at back to school nights/orientations/literacy nights etc, virtual engagement	DTC, STC, TIS, Leadership	2021-2022	TBD	TBD	Higher percentage rate of student/parent knowledge involving technology both in and outside of the normal school day.

AA-3	Continue our relationship with Gateway to provide opportunities to our students to participate and earn dual credits.	DTC, STC, TIS, Leadership	2021-2022	TBD	TBD	Higher percentage rate of students who earned college credits during the course of their High School tenure.
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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)
AA-1	Expand the use of Office 365,	DTC, TIS,	2021-2022	General Funds,	TBD	Analytical reporting from Office 365

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	<i>Google's G Suite and other Digital collaborative tools to create a blended learning environment that addresses both staff and student needs, in person and virtually.</i>	<i>Instructional Coach</i>	<i>Ongoing</i>	<i>KETS, GEERS</i>		<i>and GSuite.</i>
<i>AA-1</i>	<i>Continue to use and improve on the integration of cloud-based/online applications such as Footsteps to Brilliance, Lexia, Boardworks, Odysseyware and Edgenuity to enhance learning opportunities remotely for our students.</i>	<i>DTC, STC, Instructional Coach, Technology Integration Specialist Leadership</i>	<i>2021-2022</i>	<i>General Fund, KETS,</i>	<i>TBD</i>	<i>Lesson plans will include technology integration with online curriculum. Classroom observation data.</i>
<i>AI-1</i>	<i>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, AI, and Robotics.</i>	<i>DTC, Leadership</i>	<i>2021-2022</i>	<i>TBD</i>	<i>TBD</i>	<i>-Increased student enrollment in computer science courses -Increased computer science classes offered in CTE centers -Achieved Certifications, Developmental Progress through Formative Assessments</i>



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	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	<i>Continue to support the use of PLC's to implement a rigorous curriculum districtwide.</i>	<i>Instruction Coaches, TIS, Teachers, Principals</i>	<i>2021-2022</i>	<i>General Fund</i>	<i>TBD</i>	<i>Technology will be better integrated into curricular areas. Curriculum guides will include technology integration.</i>
AI-1	<i>Support providing challenging PD's for all instructional staff, with PD's geared towards subject/content area with training videos to be used as a "refresher/reminder" point of reference.</i>	<i>DTC, TIS, Instructional Coaches, Principals, Leadership</i>	<i>2021-2022</i>	<i>General Fund, Title 1</i>	<i>TBD</i>	<i>Post PD Survey, Brightbytes Data</i>
AI-1	<i>District will provide beginning level skills training for technology related tasks. i.e Help Desk ticket submission, password changes, etc.</i>	<i>DTC, TIS, STC</i>	<i>2021-2022</i>	<i>TBD</i>	<i>TBD</i>	<i>Teachers will be more confident with the use of Technology and devices.</i>





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)
AA-1	Utilize more free resources for digital instruction, learning and classroom management through tools such as Google and Apple Classroom.	Teachers	2021-2022 Ongoing	TBD	TBD	All teachers are constantly using google classroom with students for meaningful lessons.
AI-1	Develop a plan to convert tech labs into Maker Spaces used for Coding, Robotics, AI, VR/Augmented Reality.	DTC, TIS, STC	2021-2022 Ongoing	General Funds, KETS	TBD	More students will be engaged in more after school activities that involve the use of Technology.