

Kentucky Education Technology System

DISTRICT TECHNOLOGY PLAN

DISTRICT NAME Elizabethtown Independent School District

LOCATION Elizabethtown, KY

PLAN YEAR(S) 2022-2023



www.etown.kyschools.us

Table of Contents

[Table of Contents](#)

[Planning Team](#)

[Previous Year’s Strategies Evaluation](#)

[Upcoming Year’s Strategies Preview](#)

[Student Voice](#)

[KETS Master Plan Areas of Emphasis](#)

[Robust Infrastructure & Ecosystem](#)

[Data Security, Safety & Privacy](#)

[Budget & Resources](#)

[Partnerships](#)

[Digital Curriculum, Instruction & Assessment](#)

[Personalized Professional Learning](#)

[Use of Space & Time](#)

Planning Team

District Staff [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Jessica Turner - District Curriculum and Instruction Coordinator	
Chuck Jewell - CIO/DTC	
Amy Huff - Engineer	
Travis McCoy - District Technician	
Kim Hartlage - District Technician	
Building Staff [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Amy Truitt - LMS Panther Academy	
Angela Rucker - LMS T. K. Stone Middle School	
Michele Deon - LMS Elizabethtown High School	
Kristina Jewell - LMS Helmwood Elementary	
Stacey Stroop - LMS Morningside Elementary	
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.]	

Previous Year's Strategies Evaluation

In this section include a discussion of the previous year's strategies using the prompts below. Attempt to limit your narrative to the space provided.

What strategies from last year went well?

1:1 Initiative: The 2021-2022 school year was the third year of the district-wide 1:1 Chromebook initiative. Teachers and students are thriving with the usage of these devices for instruction. Google Workspace is widely implemented across the district. Each school has a plan to transition to remote learning if needed, and when the time came to move back to remote learning for a few days, the district was able to not only function, but operate at high levels of proficiency.

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

Student Help Desk: This program did not begin until very late into the school year.

STLP: Only two of our five schools participated in STLP competition this year.

Professional development: While many programs with the intent of educating our faculty and staff on technology did occur, there is much more room

Which strategies are dropping off the plan because you've met them or they aren't relevant now ?

Switch refresh: We completed this initiative in April of 2022. No new switches are needed at this time.

Bandwidth upgrade: The district's bandwidth has been upgraded and no further upgrades are needed at this time.

Needs that emerged after evaluation of the previous year's strategies?

The two top priorities that emerged during the planning process has been standardization and reorganization of funds, which are more detailed in the section below.

Upcoming Year's Strategies Preview

If this is the first year of a multi-year plan, this section acts more like an executive summary of the plan as a whole. If this is the second or third year of a multi-year plan then aim your discussion to any new strategies or adjustments you are planning for this year.

[See [Technology Planning section of KETS Master Plan](#) for more information]

How did you and the planning team decide on the strategies and/or adjustments for this plan?

Prior to meeting together, each site had their own technology plan created by forming a school technology committee and assessing the technology plan from the previous year. The CIO collaborated with each technology committee chairperson to both devise the school plan and begin developing the district technology plan.

On March 31, 2022, the district-wide technology committee met to collaborate on formulating the district technology plan.

Specific strategies were chosen based on environmental factors, emerging practices and technology, and each schools' philosophy of education and how it relates to the technology resources purchased by the schools and district.

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.

Technology Education: The technology department will increase their efforts to educate faculty and staff on proper technology usage, as well as the opportunities our technology offers to the teachers and students.

Standardization: The district will strive to develop refresh programs that will create similar technological environments that have little variation from classroom to classroom. The district is also restructuring the way in which our KETS funds will be distributed.

Maintain strong network infrastructure: Our network infrastructure continues to be strong, with equitable internet access throughout our district. We will strive to maintain this excellence throughout the school year. We also plan to upgrade our remaining outdated access points in an effort to move the management of our network to the cloud.

PC refresh: The overwhelming majority of our teacher workstations are either 10 years old or old and have a very high need of replacement. Our top priority for technology purchases therefore must be the procurement and deployment of new teacher workstations. Teachers must have equipment that can meet the demands of modern software and hardware to ensure that the technology we provide does not get in the way of teaching, but instead enhances and evolves teaching in the classroom.

1:1 Chromebook initiative: EIS is entering its fourth year of district-wide 1:1 Chromebook implementation. Now that the program is exiting it's beginning years, we are beginning to have large amounts of Chromebooks reach end-of-life and are in need of replacement. Many of our replacement

devices have already been purchased, but for the upcoming year, we must ensure that our remaining devices that reach expiration soon have a replacement before that date.

Interactive Panels: In the upcoming year, our district will move beyond projection technology in our classrooms as instructional devices, and slowly transition to Interactive Panels. For now, these devices will be purchased as-needed to replace aging and defective projectors. These new devices will give teachers an opportunity for new teaching strategies previously not available through the use of a projector, or even interactive white board.

Outdoor Wi-Fi Access: This year, our district will be utilizing the E-Rate federal program and KETS funds to add outdoor WiFi access to our 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)?

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.

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 36 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 (<i>also including home access, Wi-Fi buses, school and classroom Wi-Fi, etc.</i>)
 AA-4	Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services
 AI-1	Improve ease of access for students and staff through continued progress toward 1:1 student to computer ratio utilizing increased amounts of mobile devices (<i>fewer traditional computer labs</i>)



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	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	Aug 1, 2021	KETS, Education Foundation, BOE, PTA, PTO		If ratio of one to one current devices is achieved
A3	Install new outdoor Access point for campus-wide Wi-Fi access.	CIO	Nov 1, 2022	E-rate, KETS	\$20,000	Consistency of outdoor network.










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 (<i>Infinite Campus, Early Warning, MUNIS, eTranscripts, School Report Card</i>)
 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 (<i>acceptable use policies, firewall updates, data privacy studies, digital citizenship, content filtering</i>)
 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 (<i>annual auditors, TELL survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, BrightBytes, SpeakUp</i>)
 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 (<i>Infinite Campus, Early Warning, School Report Card, MUNIS</i>)
 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 (<i>The People Side of EdTech</i>)
 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	By Aug 1, 2022			Sign off sheets, observation of best practices across district
AA1	Presentation to BOE of current security measures and future plans	CIO, Superintendent, Board members	July 2022			
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 (<i>ex. Accounting for cost of ownership over the lifespan of equipment so monies are allocated for repairs/upgrades</i>)
 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 (<i>e.g. Internet consumption</i>) while maximizing education technology programs and initiatives (<i>Technology Need, E-rate</i>)
 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 (<i>Infinite Campus, Early Warning, School Report Card, MUNIS</i>)
 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	Make districts aware of position/roles requiring technology-related duties in support of technology and instruction (<i>The People side of K-12 EdTech</i>)
 AI-2	Make districts aware of how to reduce expenditures on printing/print services (<i>both in consolidated contract pricing as well as shifting from paper to digital experiences</i>)
 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)
AA2	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	District Receives KETS funding each year. To be utilized for E-Rate infrastructure projects, essential hardware refreshes (PCs, Interactive Panels, and Chromebooks), and various instructional technology needs.	STC, DTC, School level Technology Committee	Throughout school year	KETS/Local Match	\$20,000 E-rate \$70,000 Hardware	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








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 (<i>districts, vendors, higher-education, regional cooperatives</i>)
 AA-2	Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts (<i>Webcasts, BrightBytes, Technology Activity Report, KETS Service Desk, Office of Education Accountability studies, independent studies, etc.</i>)
 AA-3	Continue to utilize tools engaging postsecondary institutions, community members, districts and families in student learning and life after K-12 (<i>eTranscripts, School Report Card and Dashboard tool, Infinite Campus parent and student portal, KDE Open House, Digital Readiness Survey</i>)
 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



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 dual-credit partnerships	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 (<i>empowering students through technology with STLP, IT Academy, etc.</i>)
 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 (<i>based on International Society for Technology in Education standards</i>) 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 (<i>online formative assessment tools, interim based assessments, and summative assessments</i>)
 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	Increase STLP participation to pre-COVID levels	CIO, STLP coaches	Ongoing	Spring 2023	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	CIO	Ongoing			Dual Credit participation and success
AI-2	Student Helpdesk Certifications	CIO, Help Desk Sponsor	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 AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (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



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	Implement 1:1 home instruction if needed. Transition to 1:1 home instruction must be swift and effective.	Teachers, DTC	ongoing			Level of support needed for returning students who have been absent and participated in the lesson online
AA-1	Decrease dependence on computer lab in favor of 1:1 chromebook environments.	Admin, teachers, Tech staff	ongoing	KETS, Local, Education Foundation	\$40,000 annually	Observation of lab usage decline.
AA-1	Continue to integrate 1:1 instructional strategies into classroom setting.	Admin, teachers, Tech staff	ongoing	KETS, Local, Ed Foundation, PTO	\$60,000	Feedback from staff and students.