

DISTRICT TECHNOLOGY PLAN

DISTRICT NAME Mayfield Independent School District

LOCATION Mayfield, KY

PLAN YEAR(S) 2019-2020



www.mayfield.kyschools.us

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Planning Team

District Staff [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Joe Henderson-Superintendent	Tammy Williams-Special Education/Preschool Coordinator
Beverly Offutt-Instructional Supervisor	Kelly Palmer-Gifted and Talented Coordinator
Cheri Gossett-CIO	
Brandon Henson-District Technician	

Building Staff [Recommended to included principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Billy Edwards-MHS Principal; Kelly Stinson-MMS Assistant Principal Heather Dublin-MES Principal	MES Teachers: Leona Brown, Sherry Williams, Allee Adams, Jamie Felts, Jessica Darnall and Misty Lawson
Jan Schorr-MHS LMS; Deann Smith-MMS LMS; Lisa Dobrose-MES LMS	MMS Teachers: Travis Potts, Ashley Collins, Brittney Clere, Ginny Burchett, Rachel Hughes and Jennifer Gream
Amy Forsee-MHS STC; Penny Felts-MMS STC; Debbie Klapp-MES STC	MHS Teachers: Brian Parks, Mitzi Guhy, Vanessa Fisher, Kelly Gillum and Lisa Wingfield

Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
Board Members: Chris Green, Martha Wynstra, Matt Monroe, Larry Jackson, Michelle Arnett	

Students [Recommended to include middle and/or high school students]	
High School Students: Virginia Glass, Jake Patty, Kate Henderson, Aniya Fox, Madi Felts	

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?

- To continue district walkthroughs to assess technology integration and equipment needs.
- To ensure the safety of all individuals in our buildings from both a physical and digital standpoint.
- To employ full time school technology coordinators to assist with training of teachers and giving timely troubleshooting and repair for technology issues
- To offer both a high speed wired and wireless connection to all users on our network
- To provide e-mail account access to all faculty, staff and students
- To provide an informational, easy to navigate website about our school district
- To provide teachers with a standardized attendance and grading package
- To maintain a detailed District Technology Plan
- To provide local and long distance phone service to all schools and district buildings
- To provide a “mass notification” communication service that allows us to quickly contact large groups of people.
- To offer more access to students by increasing the number of student devices per building. We realize we must be diligent to continue to plan and budget appropriately to complete this project and then maintain and/or build upon those numbers.

Goals that were not met or didn't have the expected outcomes? We did not meet our STLP goal; We did not meet our goal assessing the level of digital literacy in 5th and 8th grades

Areas of improvement? We need to work harder at starting and maintaining STLP programs in our schools. We have found a way to access digital literacy through a program created through NorthStar Digital Literacy, but we did not start the assessment process during the 2018-2019 school year. We intend to do this during the 2019-2020 school year.

Areas/goals that are no longer relevant? N/A

Needs that emerged after evaluation of the previous plan? We discussed the fact that we want our students to be able to have the benefits of participating in an STLP program. We will be soliciting sponsors for STLP students at each of our three schools for the 2019-2020 school year and will attempt to re-build and maintain an active STLP group at each school. We realize there is a need for higher expectations and better organization from the technology department and school administrators in order to make this happen.

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? All school technology committees have a chance to review the current technology plan and make recommendations for additions, corrections and changes for the next year. The school technology coordinators then meet with the District Technology Coordinator and the District Technician to review these suggestions. The District Technology Coordinator forms a yearly updated draft from all recommendations and discussions and sends that to all committee members for review and digitally discuss goals that were met, goals that need to be added and goals we need to work harder to achieve. For final approval, the district technology team meets together face to face and irons out any last needs. The district committee members are those who serve on the school committees plus district administration that have an interest in the district's technological growth, strength and stability. If there are things that arise after the final plan is approved, a special meeting of the entire district committee is called and changes are discussed and made as needed and approved.

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. Major activities slated for the 2019-2020 year are implementing a 1:1 Chromebook initiative at Mayfield Middle School, as well as refreshing Chromebooks for our elementary school in our 4th grade classrooms. Teachers will be offered PD opportunities to learn how to engage students with these new devices on an individual basis, based on age and learning ability. These activities will advance curriculum and instruction integration, as well as student literacy, by providing more physical access to modern technology resources. The increased access will also allow students to have hands on experiences with a host of literacy resources available via the Internet. It will advance our PD opportunities by showing teachers we are willing to offer them the tools they need to be able to better differentiate instruction for each child they have in their classroom and we hope it will convey the message that we not only want to provide the tools, but also provide the time and training needed to allow them to understand how to use those tools effectively and efficiently. This particular project does not advance our technology infrastructure, but it does depend on a robust and reliable network to be a success. We were able to complete a very thorough and all inclusive network upgrade during the 2017-2018 school year, so this year's focus on our infrastructure will be to simply maintain what we have.

Student Voice

Personalized student learning allows students to develop deeper learning competencies including critical thinking, using knowledge and information to solve complex problems, collaboration, and communication. Capturing student input about their access to opportunities that build these competencies is key to effective technology planning. Please answer the questions in the space provided below.

Do you currently have a method to collect student responses about the digital learning environment? If so, which tool (ex: BrightBytes, Speak Up, survey created by you or the district, other)? We used verbal input from high school students on the Superintendent's Advisory Committee this year. We have used Survey Monkey in the past as means to collect data from all students, but we did not do that this year. We are working on a survey via Google Forms that will help us to gather information from our students, but that will not be done until the beginning of the 2019-2020 school year. If results from that survey lead to any insight that would warrant changes to this plan, the district technology committee will meet to discuss updating the plan as needed.

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. Students discussed the need for “reliable” WiFi. There is a fine line between “locking things down” from a technical perspective to preserve bandwidth, control material, etc. (which makes it look as though the WiFi is no good) and opening up so that most everything works and works well, with less regard for network integrity. Most students (and the staff that were present) gave a negative review of our WiFi, but most things they stated they wanted to do were not necessarily educationally related. The tech team is going to examine these statements and try to find a “happy medium” to ensure that users have a good experience while maintaining the integrity of our network. Students were complimentary of the Chromebooks and felt like the ability to have access to a device 24/7 and the use of Google Classroom by most teachers did make their learning more engaging. They felt like they could speak for the student body as a whole when saying the 1:1 Chromebook investment with the take home option was a good thing. They felt that teachers did need more training in how to use the Chromebooks to their full potential, but by Chromebooks what they seemed to focus on was the use of Google Classroom for communications, assignments and follow through.

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-2/AA-3	<p>Maintain a high speed, stable and reliable network with components such as POE switches and wireless access points abundant enough to cover all areas of need at each school.</p> <p>Completed district wide with help of Erate funds 2017-2018</p> <p>Next Refresh should be considered 2023-2024</p>	CIO, District Technician, Extreme Networks	Ongoing	Erate KETS General Fund	\$50,000	Reports indicating daily network traffic patterns and performance are reliable and adequate or above adequate for traffic crossing network each day.
AI-1	<p>Continue working on a 1:1 Chromebook initiative K-12. All devices will be on a 4 year refresh/replace cycle.</p> <p>Mayfield High School: Grades 9-12 currently have a 1:1 program that will be in it's 2nd year during the 2019-2020 school year. These are marked to be replaced for the 2022-2023 school year</p> <p>Mayfield Middle School: Grades 5-8 purchased 2019-2020 with replace planned/budgeted for 2023-2024</p> <p>Mayfield Elementary School: Grade 4 purchased 2019-2020 with replace planned/budgeted for 2023-2024; Grades K-3 purchased 2020-2021 with replace planned/budgeted for 2024-2025. *Grades K-3 will use iPads/Notebooks they currently have through the 2019-2020 school year.</p>	Superintendent, School Administration, CIO, District Technician, School Technology Coordinators	Ongoing	Title 1 Funds KETS Funds General Fund	\$157,000	Invoices showing purchase of devices; Teacher Survey results showing confirmation there was an increase in student engagement and increased ability to differentiate learning for different groups of students with ease

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AA-2	Maintain and upgrade desktop workstations for faculty and staff as needed to ensure reliability. MMS/MHS:Next Refresh 2023-2024 MES:Next Refresh: 2024-2025	CIO, District Technician, School Technology Coordinators	Ongoing	KETS		Invoices showing purchase; Teacher survey results showing they feel their workstations are reliable.
AA-4	Maintain and upgrade teacher Chromebooks so that they have the capability to work from anywhere at anytime. MMS/MHS Next Refresh: 2023-2024 MES Next Refresh: 2024-2025	CIO, District Technician, School Technology Coordinators	Ongoing	KETS General Fund		Invoices showing purchase; Teacher survey results showing results to include what task they most use their Chromebooks for.
AA-2	Continue to maintain at least one stationary lab per building for trainings and other needs requiring a hardwired connection. MES Red Lab Refresh Due 2020-2021/MES Green Lab Refresh Due 2021-2022 MMS Main Lab Refresh Due 2020-2021/Lab No Windows Due 2021-2022 MHS Main Lab Refresh Due 2020-2021/Small Lab Due 2021-2022*Renovation will change these dates	CIO, District Technician, School Technology Coordinators	Ongoing	KETS General Fund		Invoices showing purchase; Lab schedules showing log of who used lab and for what purpose to gather information about necessity of maintaining stationary labs once 1:1 initiative is complete.
AA-4	Refresh interactive classroom setup to remove projectors, smartboards, slates, CPS systems and document cameras and replace them with Interactive Panels that work with SMART Notebook.	CIO, District Technician	July 1, 2019-Ongoing	KETS General Fund Construction Funds	\$80,000	Invoices showing purchase; Teacher survey showing what technology devices they use the most and feel are most beneficial in engaging students with multiple learning abilities. SchoolDude reports showing disposed items no

	Project will begin with MHS during renovation. 1:1 student Chromebook initiative will allow teachers to do the same type of tasks that they used to do with slates, document cameras, CPS systems, video cameras, etc.					longer needed/being repurchased due to changing technologies doing more with less.
AA-2	Ensure phone systems are maintained and upgraded as needed to ensure reliability and functionality. MMS Upgraded 2018 BOE Upgraded 2019 MES Upgraded 2019 MHS to be Upgraded during renovation	CIO, District Technician, Vendor Knight Technologies	Ongoing	General Fund	\$30,000	Invoices showing costs to maintain; Detailed repair logs showing maintenance and upgrade requests.
AA-2	To provide local and long distance phone service to every classroom, commons and/or office area for use as a general communication tool, for safety concerns and for a way to communicate with professionals that might not be able to come onsite or present in another digital fashion, but would be willing to do "call in" to the classroom	CIO, District Technician, Phone Vendor Dialog	Ongoing	General Fund	\$22,000	Invoices showing payment for phone lines; student work showing impact of information received from this type of communication



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)

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AA-2	Conduct an administrative review of the district's Acceptable Use Policy/Guidelines annually	Superintendent, Safety Coordinator, Instructional Supervisor, Principals, CIO, District Technician	Ongoing	N/A	N/A	The Board will approve a detailed and effective Acceptable Use Guideline document that they feel is easy to understand and adequate to protect all stakeholders; As issues arise, the Acceptable Use document will be a guiding piece in making decisions on corrective actions.
AA-2	Conduct Beginning of Year informational sessions at both student and faculty & staff meetings to educate them on importance of protecting data security/integrity on all levels. Also to cover expectations related to our Acceptable Use Guidelines and to do refreshers on the importance of understanding the details of good digital citizenship.	CIO, School Principals, School Technology Coordinators	Ongoing	N/A	N/A	Sign in Sheets to show attendance/participation numbers; User Agreement forms signed after the sessions; Showing a marked decrease in digitally related behavior issues from years past.
AI-1	Continue to conduct internal audits of digital access rights assigned to individuals within our district to ensure they have all the rights they need to do their job effectively and efficiently, but no access to information that doesn't pertain to their job	Superintendent, DPP, CIO, School Principals	Ongoing	N/A	N/A	Reports run that include access levels of district staff from IC, Munis, S2 Netbox, etc. that can show the rights afforded to each employee.
AA-5	Continue to use the KnowB4 product to train faculty and staff on different aspects of	CIO, District Technician, KnowB4	Ongoing	General Fund	\$3,000/annually	KnowB4 reports showing user activity when phishing emails are sent; KnowB4 reports showing

	digital safety and security.	Vendor				users activity during training sessions.
AA-4	Continue to use the cloud-based services through MUNIS for all financial transactions	Superintendent, CIO, Finance Director, MUNIS Vendor	Ongoing	General Fund		MUNIS Invoice
AA-4	Continue to use the cloud-based services of Infinite Campus for our Student Information System.	Superintendent, CIO, DPP, IC Vendor	Ongoing	General Fund	\$10,000/annually	Infinite Campus Invoice
AI-1	Continue to maintain building safety and security so that data, from physical perspective, is also safe. This will be done with security cameras, key/badge entry, locking doors/file cabinets, codes on printers to help with confidentiality, etc.	Superintendent, Instructional Supervisor, School Principals, CIO, District Technician	Ongoing	General Fund	\$10,000	Invoices showing purchases related to these physical security steps. Continued lack of issues with security breaches of any kind.



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-2	Continue to maintain a strong technology plan, reviewed at least annually to ensure there is a plan for adequate and	District Technology Committee	Ongoing	N/A	N/A	Invoices showing purchases that go along with the purchases outlined in each years plan; showing that money was budgeted as needed to maintain each years

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	consistent upgrade, replacement and/or renewal of technology hardware and software					goals; The tech plan itself to show planning and thought go in to each decision made for the district's technological growth.
AI-1	Maintain the current technology staff of seven individuals including a CIO, Network Administrator and school level support that may or may not include school technology coordinators and/or lab assistants.	Superintendent, CIO	Ongoing	General Fund		Salaries paid to each individual; The continuing of teacher satisfaction when it comes to the ability to have "on-call" daily training/integration assistance; Ticket system showing how many tickets are filed each day and that this team can maintain an average of a 24 hour turnaround time on most all tickets. Lab rosters showing students that are coached by tech staff to problem solve and innovate with technologies made available to them. Digital products from students showing work done.
AI-4	Continue to keep an accurate and detailed inventory of all hardware, software and digital subscriptions to ensure the district funds being invested in technology are used to their maximum potential.	CIO, District Technician, School Technology Coordinators, SchoolDude Vendor	Ongoing	General Fund	\$3,000/annually	SchoolDude reports that show detailed inventory information and ticket information. Reports from EPO showing basic information about device/network checkin and usage.
AI-2	Eliminate all deskjet and other personal printers. Continue to purchase robust network copier/printers that also scan. This should encourage thoughtful and	CIO, District Technician, School Principals, School Technology Coordinators	Ongoing	General Fund Site Based School Funds		Disposal forms showing the removal of old printers from district; Invoices showing purchase of new copier/scanner/printers; finance reports showing decrease in paper and ink expenditures from previous years.

	<p>limited printing with emphasis being placed on scanning and sending paperwork digitally as much as possible.</p>					
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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 fund a “mass notification system” service that will allow us to contact faculty, staff, parents and guardians in an efficient manner	Superintendent, CIO, District Technician, SchoolCast Vendor	Ongoing	General Fund	\$5,000/annually	SchoolCast Invoice; SchoolCast reports showing number of parents/guardians reached and number of calls sent per year.
AA-1	Continue to maintain and update a district website	CIO, District Technician, School Technology Coordinators, PR Director, Edlio Website Vendor	Ongoing	General Fund	\$8,000/annually	Website will show up-to-date information at all times; parents will learn to reference website for informational needs as opposed to calling/emailing school.
AA-3	Continue to provide a student information system that allows parents and students access to a portal through which they can view current and detailed information about their educational processes.	CIO, DPP, District Technician, IC Vendor	Ongoing	General Fund	\$10,000/annually *already listed under Data Security, Safety and Privacy	Infinite Campus reports showing portal use by parents and students

AA-1	Build partnerships with other districts that would be willing to send individuals to assess our district in the area of technology and to be able to give an independent and objective view about the strengths and weaknesses of our program. We could in turn do the same for them.	Superintendent, CIO, District Tech Team, District Partners, School Principals	November 2019	N/A	N/A	Some type of rubric (yet to be created) that would score areas of technology in our district based on district employee feedback and records/policies/procedures produced by our district that the interviewers could reference.
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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)
AA-2	Offer incentives to teachers to create and coordinate STLP projects at the school level for all students.	Superintendent, CIO, School Principals	July 1, 2019-ongoing	General Fund	\$3,000/annually	We will see an increase in STLP projects, involvement at Regional and State events and student work will be reflective of thoughtful and insightful participation in STLP activities
AA-2	Offer incentives for students to participate in STLP projects and submit ideas to appropriate staff that might allow STLP to help their school or community	CIO, School Principals, School Technology Coordinators, Teachers	July 1, 2019-ongoing	General Fund	\$3,000/annually	We will see an increase in STLP projects, involvement at Regional and State events and student work will be reflective of thoughtful and insightful participation in STLP activities

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AA-5	Continue to offer training to teachers on how to effectively use Google Classroom as a learning management system that offers students 24/7 access to their classroom.	CIO, Instructional Supervisor, KATE (Murray State), Teacher Coaches	Ongoing	General Fund KETS	\$2,000/annually	Teacher sign in sheets will show attendance at PD and student work and surveys will gather information from students about how well they feel the use of Google classroom helps them to stay connected to the classroom and have more flexible learning environments.
AA-4	Continue to purchase licensing for products such as STAR Reading, STAR Math, FuelEd, CERT, BrainPop, Microsoft Products and SMART Notebook. Due to the outcome of our in-district survey we see that these tools are used by a majority of our teachers and students. These tools allow different types of instructional and assessment tools that have a positive impact on learning.	CIO, Instructional Supervisor, District Technician, School Principals, RTI Coordinator	Ongoing	General Fund		Invoices showing purchases. Reports generated by principals and teachers that indicate growth, areas of accomplishment and areas of need associated with each child so that individualized learning plans and RTI can be administered as needed.
AI-1	Continue to maintain GoGuardian subscription (Admin/Teacher/Fleet bundle) for all Chromebooks to help teachers and students utilized the 1:1 Chromebook solution to it's fullest potential.	CIO, District Technician, GoGuardian Vendor	Ongoing	General Fund	\$15,000 annually	GoGuardian invoice will show purchase and GoGuardian reports will show student use, teacher use, top websites used/visited, etc.
AI-1	To find more avenues to	Superintend	September 1,	N/A	N/A	Digital notes/survey results

	allow student input on the use of technology in their educational process by talking with students in leadership groups like STLP, Superintendent Advisory Council and others	ent, CIO, School Principals, Teachers, Students	2019-Ongoing			from meetings with students; an increase in student engagement and achievement because they have buy-in to their educational process. Some metrics are unknown as of yet, depending on how this is deployed.
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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)
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AI-1	Continue to survey administration, faculty and staff to ensure their professional development needs are being met when it comes to effectively and efficiently integrating technology into their classroom or daily work routine.	CIO, District Technician, Instructional Supervisor	Ongoing	N/A	N/A	Survey results will show where we are doing well with PD offerings and what other items faculty and staff would like to be trained on.
AA-1	Create a virtual environment where our administrators and teachers can share their knowledge and tech skills to help others. Where they can leave "tech tips" for each other so that possibly their co-workers won't have to "reinvent the wheel".	CIO, District Technician, Instructional Supervisor, Teacher Coaches	September 1, 2019-ongoing	N/A	N/A	



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	Continue to maintain virtual server environment for ease of use and productive management of time and space. This will include renewing appropriate licensing as needed. This offers anytime, anywhere access for district technician.	CIO, District Technician	Ongoing	General Fund	\$2,000/annually	Virtual servers will continue to allow anytime, anywhere access to district technician which will allow time savings and efficiency in completing tasks that on traditional servers would have taken much longer and been much less secure.
AI-1	Continue to maintain subscription for PDQ Deploy applications to ensure effective and efficient management of district devices. This offers anytime, anywhere access for district technician with extreme time saving in travel time and physical "hands on" time due to ease of doing multiple tasks on multiple machines at once.	CIO, District Technician	Ongoing	General Fund	\$1,000/annually	PDQ Deploy reports/results showing massive time saving projects completed in a fraction of the time similar tasks would have taken before this product was purchased.
AI-1	Seek more training on Network management software so that we can more easily manage switches, WAP's, etc. to be	CIO, District Technician	July 1, 2019-June 30, 2020	KETS General Fund	\$1,000/annually	Invoices and travel receipts and/or web logs showing that trainings were attended; Various network reports available through Extreme to show that network is

	sure our users are getting the best experience possible.					functioning at maximum capacity.
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