# DISTRICT TECHNOLOGY PLAN

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| **DISTRICT NAME** | Metcalfe County |
| **LOCATION** | Edmonton, KY |
| **PLAN YEAR(S)** | 2020-2021 |



www.metcalfe.kyschools.us

# Table of Contents

# Planning Team

| District Staff [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, DAC, etc.] | |
| --- | --- |
| Buddy Brown, CIO | Josh Hurt, Superintendent |
| Randy Lee, Network Administrator | Jamie Howard, Director of Instruction |
| **Chris Huffman, Director of Pupil Personnel** | |
| **Stacey Slinker, Finance Director** | |

| Building Staff [Recommended to included principals, LMS, STC, counselors, teachers, teaching assistants, etc.] | |
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| **Michael Gill, Elementary Principal** | **Allen Trotter, Middle School Principal** |
| **Clint Graham, High School Principal** | Justin Smith, STC |
| Kelly Crawhorn, STC | |
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| Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.] | |
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| Students [Recommended to include middle and/or high school students ] | |
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| Other [parents/community members, business and nonprofit leaders, etc. ] | |
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# 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.

The Metcalfe County School System is focused on the goal of seeing that all children perform at the proficient level as required by the state and federal Departments of Education.

With approximately 1,600 students in our district, we are striving to make our technology an integral part of the curriculum with use of the Internet, instructional software for grades K-12, and appropriate supporting technology. This creates an environment where teachers and students enhance their teaching and learning experiences.

This technology plan documents our goals and objectives for the term indicated. We will be assisting our schools to incorporate this plan into their schools' Comprehensive Improvement Plan. Functional uses of technology are embedded throughout the district's Comprehensive District Improvement Plan (CDIP).

This technology plan is aligned with the Kentucky Master Plan for Education and the Metcalfe County School District Comprehensive District Improvement Plan.

*What goals were met?*
*Use of software applications and testing.*

*Goals that were not met or didn't have the expected outcomes?*
The increase in student achievement did not materialize to the level stated in Goal 1 Technology Vision and Goals.  While some improvement was evident in scores, the amount of growth was not to the level anticipated.

*Areas of improvement?*
Goal 1: Staff Training/Development suggest that teachers would be better able to use technology in instruction.  At this time most classes are supplemented with self-created digitized instruction using Canvas thus increasing our instructional capacity.

*Areas/goals that are no longer relevant.*

*Needs that emerged after evaluation of the previous plan?*
Teachers need further training in how to connect the digital content created and available with the needs of the students in order to truly effect learning outcomes.

# 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]*

Equity  |  Achievement  |  Integrity  |  Quality  |  Opportunity  |  Access

*How did you and the planning team decide on the goals for this plan?*
Through discussion and electronic communication.

*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*

*The big push for our district has been in digitizing curriculum and providing instruction via the Canvas platform. Given the current pandemic, this will continue. The goal is to allow students access to curriculum and instruction anytime, anywhere and to allow teachers to use technology for instruction and feedback while using class time to dive deeper into concepts and ideas to produce greater and longer lasting learning. Providing students the opportunity to participate in digitally supplemented classes allows them the opportunity to increase technology literacy by learning to maneuver throughout the course using the various tools provided.*

*As a district, we will continue to offer professional development that allows teachers the time and opportunity to improve our courses and the way in which these courses are connected to our technologies. Further, we continue to upgrade our technological capabilities by increasing Wi-Fi strength, expanding coverage areas and ensuring our chrome books, laptops and classroom-based technologies are up-to-date and able to manage the workload anticipated.*

# 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)?*

*A paper survey is distributed to students at the beginning of the school year for parent completion. Principals have the results on file.*

*If you have a method to collect student voice for this purpose, reference specific data points from the collection that were useful in developing strategies for this new plan.*

# KETS Master Plan Areas of Emphasis
**Connected to the Future Ready Framework**

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

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

### Robust Infrastructure & Ecosystem
*Future Ready Gear*

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

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

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

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

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

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

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

| KETS AA or AI | Strategy | Person(s) Involved | Anticipated Timeframe | Anticipated Funding Source | Anticipated Funding Amount | How will you know this is successful? (including metrics) |
|---|---|---|---|---|---|---|
| *AA2* | *Upgrade wireless network with a brokered network as a service partner including collapsing to a single SSID.* | *CIO, Vendor Partner* | *completed by Aug 1, 2021* | *Erate KETS General Fund* | *$25000* | *Usage increases by 50% and devices connected increases by 20% per day.* |
| **AA-3**: Continue to create a culture of digital connectedness through all-the-time, everywhere, always on | Continued use of Canvas and other online, anytime, anywhere software and services, such as Mastery Prep, IXL and Newsela. Administrators and teachers will use a variety of instructional strategies to ensure the needs of students are met.  School administrators will ensure teachers receive training on instructional strategies through | CIO, Instructional supervisors, principals. | Continuing | Local, state and federal funds. | $150,000 | Increases is student testing scores. |

Equity  |  Achievement  |  Integrity  |  Quality  |  Opportunity  |  Access

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| digital opportunity and access with emphasis on dense Wi-Fi throughout schools *(also including home access, school and classroom Wi-Fi, etc.)* | guided planning, PLCs, or specialized professional development sessions. | | | | | |
| **AI-1**: Improve ease of access for student and staff through continued progress to achieve 1:1 student to computer ratio utilizing increased amounts of mobile devices with the goal of eliminating computer labs. | Continued purchase of chrome books and iPads. Give students the opportunity to take district-owned devices home with them. Address lack of student internet access on a case-by-case basis. | CIO, principals, instructional supervisors | Continuing. | Local and state funds | $51,000 | Ratio of devices to students. |

### 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**: 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 attention of teachers/staff | Continue to review and emphasize data quality and security during professional development, staff meetings. | Principals, district-level staff, data stewarts. | On-going | None | None | Reduction and accuracy of data issues. |
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### 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) |
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Equity  |  Achievement  |  Integrity  |  Quality  |  Opportunity  |  Access

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| **AA-1**: Continue to maximize local and state education technology expenditures through a system of shared/brokered/managed services | Leverage all available funding sources to maintain or enhance the educational process. | Superintendent, finance director, CIO, principals | On-going | Local, state, federal | $100,000 | Increased student achievement as reflected in increased classroom and state test scores. |
| **AI-1**: Make districts aware of position/roles requiring technology-related duties in support of technology and instruction | Demonstrate the importance of technology support as it relates to instruction | CIO, technology staff, superintendent, instructional supervisors | On-going | None | None | Personal responds and help desk requests. |
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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 build trusted relationships with shareholders (families, districts, partners) that will reduce risk as well as increase | Use various forms of direct and indirect communication, including web pages, social media and automated calling services. | Superintendent, principals, communications officer | On-going | Local | $4000 | Public response through social media, email or on-line questionnaires. |

| transparency and communication | | | | | |
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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-1**: Continue to provide access to instruction digital content which further aligns to the Kentucky Digital Learning Guidelines | *Digitize curriculum and provide instruction via Canvas. The goal is to allow students access to curriculum and instruction anytime, anywhere and to allow teachers to use technology for instruction and feedback while using class time to dive deeper into concepts and ideas to produce greater and longer lasting learning.* | Principals, teachers, instructional supervisors | On-going | Local | $7800 | Successful student achievement and evidenced in test scores. |
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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) |
|---|---|---|---|---|---|---|
| **AI-1**: Provide district with guidance and support to determine crucial learning needs of teachers | Provide additional professional learning opportunities in the use of Canvas and other online learning tools. | Instructional supervisors | On-going | Local | $1000 | Sign-in sheets |

| resulting in more professional learning opportunities related to digital learning tools | | | | | |
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### *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**: 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 | Provide information during teacher professional development | Instructional supervisors, principals, CIO | On-going | None | None | Sing-in sheets, teacher discussions. |
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