

# Kentucky Education Technology System DISTRICT TECHNOLOGY PLAN

**DISTRICT NAME** Taylor County Schools

**LOCATION** Campbellsville, KY

**PLAN YEAR(S)** 2023-2024



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# 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

<b>District Staff</b> [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Bryan Cook - CIO/Technology Director	Charles Higdon - Superintendent
Kyle Arnett - Asst Clo	DiAnne Harris - Instructional Supervisor
Jeremy Wood - Finance Officer	
<b>Building Staff</b> [Recommended to include principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Melissa Long – Primary Center Principal	Donna Williams – Intermediate School Principal
Neil Sanders – Middle School Principal	Reece Grubbs – Lakeview Academy Principal
Sara Tucker – High School Principal	
<b>Additional District Contributors</b> [Recommended to include board members, SBDM members, program directors, etc.]	
Chasity Spalding - Curriculum Support Coach	Carrie Gupton – TCMS Media Specialist/DLC
<b>Students</b> [Recommended to include middle and/or high school students ]	
STLP Students	
<b>Other</b> [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?*

The district's implementation of MFA was very smooth.

The district's MIBS (Managed Internal Broadband Service) was a tremendous asset to the district.

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

The district's ability to track and maintain an accurate inventory of devices has proven to be a continuing challenge. The district will continue to research options to better manage the devices.

The district's technology staff was challenged to acquire replacement parts for chromebooks and repair them in a timely manner. The district is planning to address this challenge by hiring an additional tech staff for the 23-24 school year and purchasing common repair parts for inventory.

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

The district is no longer seeking a replacement for Clever. We will be implementing a combination of Clever as well as Classlink to manage rostering of student accounts for district apps.

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

Additional technology staff for chromebook repairs/inventory.

## 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?*

The plan is based on conversations with district and building administrators concerning the technology assessment and needs of the schools as well as at the district level.

Data from the Help Desk ticketing system helped identify areas requiring resources as well as challenges faced by classroom teachers..

Recommendations from building administrators and the Instructional Supervisor were instrumental in developing the plan.

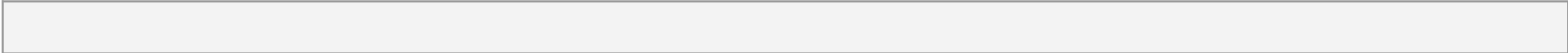
*Briefly discuss the major activities slated for implementation and how these activities will advance curriculum and instruction integration, student technology literacy, professional development, & technology infrastructure.*

Pending E-Rate approval, the district plans to upgrade the wireless infrastructure throughout the district. This will allow the district to provide a more robust wireless network while also providing additional management features.

Buildings have identified a need for additional charging adapters for student devices. Buildings will purchase these as needed.

Rostering for third-party app integration is a challenge for the district as vendors utilize multiple interfaces with IC. The district will continue to minimize the interfaces supported to ensure privacy and safety for students while addressing the instructional needs of the buildings.

ESSR and other funding sources will be utilized to purchase additional chromebooks, interactive panels, document cameras and software subscriptions as needed by the schools.



## Student Voice

Personalized 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.

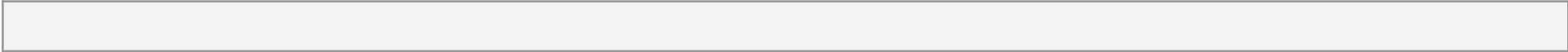
*Do you currently have a method to collect student responses about the digital learning environment? If so, which tool (ex: BrightBytes, Speak Up, survey created by you or the district, other)?*

Surveys via Google Forms have been utilized throughout the school year by both teachers and administrators to allow feedback from parents and students about distance learning and in-person learning. These forms are created by a building administrator and results are shared with staff and used in developing the Comprehensive School Improvement Plan.

*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 or informed strategy adjustments during an ongoing plan.*

School Culture & Climate Survey was used to collect students' perceived safety input.

Data was collected concerning home internet access and needs.





## 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) 

 <b>AA-1</b>	Continue to provide nation’s first, fastest, highest quality, and most reliable internet access to 100% of Kentucky’s public schools
 <b>AA-2</b>	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
 <b>AA-3</b>	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>
 <b>AA-4</b>	Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services
 <b>AI-1</b>	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)
AA1	Continue to utilize the E-Rate funded 10 GB leased fiber connection from the main campus to the high school. Year 3 of 5 in contract	CIO	7/1/23 - 6/30/24	General	E-Rate \$21,120 General - \$5,280	reliable hi-speed internet connection between the HS and the main campus.
AA2	Continue to maintain networking equipment in all buildings to maintain a robust and reliable network, using E-Rate funding as applicable – District filed for a wireless refresh in FY 23	CIO, Vendor Partner	2023-2024	E-Rate KETS/GENERAL	\$151,561 \$ 37,890	conversations with building personnel and help-desk tickets (provide 99.9% up-time) with satisfactory performance
AA4	Schools will utilize multiple online instructional programs including Learning A-z, Mystery Science, GradeCam, Moby Max, Generation Genius, Flocabulary, Study Island, Case 21	Building Admins, Classroom Teachers, Instructional Supervisor	7/1/23 - 6/30/24	ESSR, General, Buildings	\$200.000	Usage reports from applications; classroom teacher surveys
AI1	Purchase components for Chromebook repair and	CIO	7/1/23 - 6/30/24	KETS	\$5,000	# of devices in production; strive for less than 10% of devices

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	repair damaged devices					unusable due to repairs
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**Data Security, Safety & Privacy**

*Future Ready Gear*

**KETS GUIDING PRINCIPLE** – Security, safety and privacy of student data is a cornerstone of digital learning. Policies and procedures are enacted at the state, district and school levels that work in conjunction for this purpose. Student data are then utilized by data fluent educators for improved decision-making leading to increased learning for students.

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

 <b>AA-1</b>	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> )
 <b>AA-2</b>	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> )
 <b>AA-3</b>	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> )
 <b>AA-4</b>	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> )
 <b>AA-5</b>	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
 <b>AI-1</b>	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> )
 <b>AI-2</b>	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)
AA-1	Continue to educate staff on safe uses of technology and protection of personal data	CIO, DPP, Finance Officer, Building Principals	ongoing	NA	NA	reduction of compromised accounts and zero instances of loss of personal data
AA-5	Continue supporting teacher efforts in taking ownership of digital citizenship skills	CIO, Building Principals, PD Coordinator, DLC's	Ongoing	NA	NA	Digital Citizenship completion (100% completion for faculty/staff and students is the target goal)
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	CIO, Building Principals, PD Coordinator, DLC's	Ongoing	NA	NA	
AA-2	Continue to restrict access to PII data both in paper form and via electronic means; train staff	CIO, DPP, Finance Officer, Building Principals	Ongoing	NA	NA	Periodic audit of PII access via electronic means and access to paper records.












**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)
AA-1	District planning and utilization of ESSR funding over the duration of the funding source	Superintendent, CFO, CIO, district admin team	7/1/23 - 6/30/24	ESSR	\$200,00	Ability of the district to replace hardware on the planned schedule; devices will be removed from service and replaced with new equipment based on the district's 4-year replacement schedule.
AI-4	Identify chromebook usage and asset loss	CIO, Technology Department	Ongoing	NA		Google Admin Console data
AI-1	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)	CIO Building Principals Finance Officer	7/1/23 - 6/30/24	General/Building	\$4,000 (est)	Buildings will use PaperCut and centrally managed printer services; Buildings will transition away from individual printers unless there is a specific need for an individual printer; reduced printing expenses and greater use of documents stored via cloud-based solutions
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	CIO, Building Principals, PD Coordinator	7/1/23 - 6/30/24	General	0	Digital Citizenship assessments; low incident count for compromised accounts via Azure security dashboard



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	learning environment					
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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) 

 <b>AA-1</b>	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> )
 <b>AA-2</b>	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> )
 <b>AA-3</b>	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> )
 <b>AI-1</b>	Partner with postsecondary pre-service teacher and principal programs to provide support in candidate preparation
 <b>AI-2</b>	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	Continue to build and foster relationships with local business partners, health care and higher-education partners	District Administration	Ongoing	Various	0	Expanded business partnerships and increased student involvement
AI-1	Continue to host student teachers from Campbellsville University	Principals	Ongoing	NA	0	Successful preparation of student teachers as determined by Principals and CU Faculty











**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)
AA-3	Continue 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	Instructional Supervisor, Principals, Classroom Teachers	7/1/2023 – 6/30/2024	General	No additional funding required	Improved understanding and demonstration of standards as verified by classroom evaluation and testing.  Computer Science teacher position will become a full-day position.
AA-1	Schools will utilize multiple online instructional programs including Learning A-z, Mystery Science, GradeCam, Moby Max, Generation Genius, Flocabulary, Study Island, Case 21	Principals, Instructional Supervisor	7/1/2023 – 6/30/2024	SBDM, Title I,	\$22,800	Increase in the number of students scoring proficient or higher on assessments
AA-3	Continue to foster the relationship with Career and Technical Education to expand information technology and computer science career pathway	Instructional Supervisor, Career Academy Coordinator	ongoing	NA	NA	Increased student success in computer science courses, increase in industry certifications earned by students









## 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	Continues use of online meeting platforms including Google Meet and Teams.	All District Personnel	Ongoing	NA	0	Meeting summaries showing attendance and chat history; increased proficiency both attending and hosting meetings.
AI-2	Record training sessions for viewing at any time by employees with emphasis on new employees	CIO, Technology Staff	Ongoing	NA	0	Logs of employees watching videos









**Use of Space & Time**

Future Ready Gear

**KETS GUIDING PRINCIPLE** – The personalized learning environment for students requires reimagining the use of school space and time. Virtual instruction, cloud-based learning tools, digital instructional material, digital collaboration, digital workflows and digital relationships, etc., assist in providing the vehicle for anywhere, anytime learning.

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



AA-1

Continue to provide guidance, support and resources for districts in the development and application of high quality online/virtual coursework as well as implementation of learning management systems



AI-1

Educate and support districts in the implementation and facilitation of digital learning tools and portable technologies that foster anywhere, anytime access for staff and students

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	Ensure that classroom teachers have access to the required sites.	CIO, Technology Team	ongoing	N/A	N/A	Help Desk tickets concerning instructional sites which are blocked by Relay will be addressed promptly.
AI-1	Ensure that new teachers are aware of the online resources available to them and how to utilize them in a shared environment	CIO, PD Coordinator	ongoing	N/A	N/A	Usage statistics for new teachers of shared instructional resources. Feedback from building administration.

