

DISTRICT TECHNOLOGY PLAN

DISTRICT NAME Danville Independent Schools

LOCATION Danville, KY

PLAN YEAR(S) 2019-2020



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Planning Team

District Staff	
Brian Gover-Director of Technology	Tammy McDonald-Superintendent
James Bender-Network Engineer	Sheri Satterly-Assistant Superintendent
Chris Buckman-District Technician	Paul Dean-Finance Officer
David Cook-District Technician	
Building Staff	
Kelley Hammond-Hogsett TRT	Brent Beauman-DHS TRT
Sarah Beauman-Toliver TRT	
John Erwin-Toliver TRT	
JD Smith-Bate TRT	
Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
Steve Becker-Board Chair	Paul Smiley-Board Member
Troy McCowan-Board Vice Chair	Lori Finke-Board Member
Glenn Ball-Board Member	
Students [Recommended to include middle and/or high school students]	
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?

The majority of our 2017-2019 plan’s goals were met. Utilizing online learning platforms for blending learning and formative/summative assessments increased across the board. Being able to track standards electronically increased in 75% of our schools. Students were given more opportunities to show their learning through technology. We have a record number of students who participated in STLP this past year. Teachers were given many opportunities to learn more about how to implement technology into instruction. Over the past two years of the plan we have gone from 5 to 30 google certified educators. Our network is robust and functioning at a high rate. We’ve successfully added around 1,000 district owned one to one devices. Our technology helpdesk continues to operate effectively with staff submitting tickets when they have issues.

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

The adoption of a new learning management system at our middle school did not go as plan. Citing 3rd party support, teacher feedback, and district input we decided to abandon that platform and just stick with google classroom. One of our online reading platforms was also abandoned due to rising costs and other supplemental materials that became available.

Areas of improvement?

We are still working toward a job embedded technology PD model with several teachers. We have a system of initial PD opportunities, but the follow-up is not always there. Our one to one has gone fairly well, but we are still tweaking certain processes such as: chromebook collection, day users, damage reports, etc.

Areas/goals that are no longer relevant?

We have decided to stop working toward a BYOD model and have instead gone for one to one with district owned devices. We are no longer actively seeking a paid 3rd party learning management system, and will utilize google classroom across the district. This will be the first year for us that voice is no longer an ERATE eligible item.

Needs that emerged after evaluation of the previous plan?

We see a need to implement the SMAR technology model with staff. We also see more work is needed with staff on implementing google tools into instruction.

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?

The planning team looked at last year's plan and determined what areas still needed work. We then took parts and pieces of those areas to create this plan. We also analyzed staff technology surveys to see what staff were regarding technology implementation as well as what types of things they needed. We did a brief look at student Speak Up survey results as well.

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.

We plan on utilizing technology to track student progress made toward standard mastery with a variety of different online programs. Administrators and staff will be trained on the SMAR model of technology integration. Increased opportunities in STLP will be given to students. Our one to one initiatives will be evaluated and tweaked as well. We will continue providing fiber to all of our building as well as a VOIP phone system through our ongoing contracts. All of these things will remove technology related barriers and will give teachers the tools they need to be facilitators of learning.

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)?

This past year we utilized the Speak Up survey with our students in grades 3-12 as well as our staff. We have also used district created google forms with our teachers regarding one to one implementation and other technology needs.

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.

We gave our district created one to one surveys both before and after the implementation of the one to one at both our middle and high schools. Overall the results were positive. We saw specifically that teachers used many of the google tools on a regular basis and felt comfortable with most of them. Google calendar and google forms showed up as an area of needed training for teachers. We also

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)*

DISTRICT TECHNOLOGY PLAN

Danville Independent Schools

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	Provide a managed fiber 10-GB uplink to all buildings.	CIO, Network Engineer, Vendor Partner	July 1, 2019 to June 30, 2019	ERATE General Fund	\$104,000	High internet uptime with very little down time.
AA-2	Continue to provide a managed VOIP phone system	CIO, Network Engineer, Vendor Partner	July 1, 2019 to June 30, 2019	General Fund, Capital Outlay	\$28,800	High quality internal and external communication with high uptime
AA-3	Reevaluate the way guests connect to our network by making the process smoother.	CIO, Network Engineer	Summer 2019	N/A	N/A	Less reported issues with guest logins, authentication records



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

DISTRICT TECHNOLOGY PLAN

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	Analyze Speak Up staff, student, parent data. Develop a list of items to address.	CIO, Principals, District Admin Team	Summer 2019	N/A	N/A	Implementation of action items developed while analyzing the data.
AA-4	Migrate Destiny Library Management Software to the cloud.	CIO, Network Engineer, Vendor Partner	Summer 2019	General Fund	\$2,000	Product will be able to be accessed anywhere and will not longer set on our network.
AA-4	Implement online registration through Infinite Campus	CIO, DPP, IC data Coordinator	Spring 2019-Summer 2020	General Fund	\$8,000	Parents will be able to register online. Less paper will be printed.
AI-1	Hold monthly meetings with attendance clerks to go through best practices when dealing with student data in IC.	DPP, IC Data Coordinator	August 2019 to May 2020	N/A	N/A	Meeting agendas and minutes



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

DISTRICT TECHNOLOGY PLAN

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	Develop a replacement budget cycle for student 1:1 devices K-12.	CIO, Finance Officer	completed by Aug 1, 2019	KETS General Fund Federal Program Grant School-based Other	\$50,000 per year	Devices will be replaced as they come end of life. Students will always have working devices.
AA-3	Plan out our next 5 year infrastructure roadmap looking at how to utilize Category 2 ERATE funds.	CIO, Finance Officer, Network Engineer	Fall 2019	KETS General Fund ERATE	N/A (Planning only)	Plan will be established and documented.
AI-2	Educate principals on how to establish copy limits for staff and how to review weekly copier reports.	CIO, principals	Summer 2019	N/A	N/A	Comparison print reports from 2019 and 2020.



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	Switch over to a new webhosting platform to provide better communication and ADA compliance.	CIO, Comm. Coordinator	Summer 2019	General Fund	\$3,500	Webpage analytics, ADA built in tracking tool will show when a part of the site is out of compliance.
AA-1	Increase effectiveness of district and school social media by streamline and developing a process of creating/maintaining accounts	Comm. Coordinator	ongoing	N/A	N/A	Built-in analytic tools for each platform, fewer stakeholder complaints regarding communication
AA-3	Publicize and promote the use of eTranscripts for former graduates through the Alumni Association and through social media.	High School Counselors, Comm. Coordinator	Summer 2019, ongoing	N/A	N/A	Increase in eTranscript requests, documentation of social media posts, Alumni Association meeting minute documentation
AA-3	Increase the number of Campus Portal accounts by sending out a system-wide email blast to parents with directions on how to setup an account.	CIO, IC Data Coordinator	Fall 2019	N/A	N/A	Portal login and usage reports through Infinite Campus.



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

DISTRICT TECHNOLOGY PLAN

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	Use the Dreambox Learning Platform to improve math understanding in grades K-5.	School Instructional coaches, teachers	2019-2020 school year	General Fund, Title I	\$18,000	Student usage and mastery reports provided by Dreambox. Increased math MAP scores.
AA-1	Use the Raz Plus Learning Platform to improve reading understanding in grade K-5.	School Instructional coaches, teachers	2019-2020 school year	Title I, Striving Readers Grant	\$5,500	Student usage and mastery reports provided by Raz Plus. Increased reading MAP scores.
AA-1	Use the CERT program to provide ACT like questions for students to help increase ACT scores.	Principal, Instructional Coach, teachers	2019-2020 school year	Title V	\$5,000	Student usage and mastery reports provided by CERT. Increased ACT composite average for Danville High School.
AA-1	Use the Edgenuity Online Learning Platform for Credit Recovery and Alternative Education.	Principal, Instructional Coach, teachers	2019-2020 school year	Title V, general fund	\$7,000	Student usage and reports provided by Edgenuity, increase in credits earned
AA-2	Increase the number of students participating in regional/state STLP competitions by advertising opportunities to classroom teachers and more students	CIO, TRTs, Teachers, Principals	Fall 2019	N/A	N/A	Student participation logs, meeting agendas, number of student project entries.
AA-4	Continue to give MAP assessments to grades K-9. Add grade 10.	Principal, teachers	2019-2020 school year	Title V, Striving Reader's Grant	\$17,000	Staff and students will be able to determine a year's worth of growth
AA-4	Use ESGI (K-1) and Mastery Connect (2-12) to align and track progress made toward standard mastery.	Principals, Instructional Coaches, Teachers	2019-2020 school year	Title V, General Fund	\$20,000	ESGI and Mastery Connect Reports, Curriculum Maps, increased test scores



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	Provide a Google Certified Educator bootcamp for district and school admins.	CIO, Asst. Super	Summer 2019	N/A	N/A	Pass/Fail rate of exam, increased usage of google tools among admins
AA-1	Set aside 10 minutes in each school staff meeting for teachers to share how they are using a technology in their classroom.	Principals, TRTs, Teachers	2019-2020 school year	N/A	N/A	Staff meeting agendas, increased technology use in the classroom
AA-1	Send an admin team to both KYSTE and state STLP events	School/Dist. Admins	Spring 2020	N/A	N/A	Attendance logs and calendars, debrief notes
AA-1	Introduce the SMAR model for technology integration	CIO, TRTs	Fall 2019	N/A	N/A	Walkthroughs, increased awareness of the levels



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	Train/refresh middle and high school staff on the use of Google Classroom as an LMS.	CIO, TRTs	August 2019	N/A	N/A	PD logs and agendas, google admin reports, increased classroom usage
AA-1	Offer online high school electives through Edgenuity (electives we do not have the manpower to offer)	Principal, Counselors	2019-2020 school year	Title V, general fund	\$5,000	Usage and grading reports, enrollment numbers