

# DISTRICT TECHNOLOGY PLAN

**DISTRICT NAME** Hickman County

**LOCATION** Clinton, KY

**PLAN YEAR(S)** 2019-2022

[www.hickman.kyschools.us](http://www.hickman.kyschools.us)

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## DISTRICT TECHNOLOGY PLAN *Hickman County*

### Planning Team

#### District Staff

Perry Collins, District Technology Coordinator Casey Henderson, Superintendent

Heather Spillman, DAC Christel Nall, DOSE

**Kim Wilson, Finance Officer**

#### Building Staff

**Shane Bizzle, HCHS Principal Jarrod McMillins, HCES Principal**

**Amy Boaz, HCHS Guidance Counselor**

**Additional District Contributors**

Alison Kelly, SBDM Member Tracy Taylor, HCES Media Specialist Karen Stairs, HCHS Media Specialist

**Students**

**Halle Spillman, HCHS Senior**

**Rhett Dalton, HCHS Senior**

**Other**

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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.

*What goals were met?*

We have included Google training in our professional development to expand the use of technology in our instruction and

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

*Areas of improvement?*

We will assess the district website to keep it updated with current information and utilize the media specialists to accomplish this. We will be purchasing additional chromebooks in our pursuit of a 1:1 district.

*Areas/goals that are no longer relevant?*

We will no longer use career cruising but will develop our own PLP platform.

*Needs that emerged after evaluation of the previous plan?*

We will be utilizing an app developed through Four Rivers Foundation to perform evaluations.

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### **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?*

Through a group of planning sessions, our stakeholders developed goals for our 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.*

We will be utilizing KETS, general fund and E-rate funding for several infrastructure and device upgrades. We will be purchasing more Chromebooks. The Chromebooks will be placed in carts of 25 and distributed to the schools. We will purchase at least 1 cart of 25 chromebooks for each school, each year. Currently, at the elementary school we have 1 chromebook per grade level in grades 2-6, and will start placing another at each grade level this year. The high school currently has 4 carts of 25 chromebooks that can be checked out of the media center for use in the classroom.

We will be developing a refresh cycle to replace approximately 10 teacher machines per year on a 5 year cycle.

Student labs 1 at high school and 1 computer classroom will be replaced on a 5 year cycle. We are currently not replacing 1 of the labs at the high school and have retired the lab at the elementary school. We replaced the lab at the high school in late Spring 2021.

We are replacing all Smart Boards with Vizio Interactive Flat Panels. A total of 45 will be replaced by the end summer 2021.

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### **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 utilized Survey Monkey created by our DAC. We also utilize BrightBytes.

*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.*

Our biggest need is in the Classroom category. We still are not utilizing technology enough in the classroom, this should be aided by the Google classroom professional development scheduled for our staff before the 2019/2020 school year.

Our schools are doing exemplary in the Access category and Support and trust category.

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### **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.

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### ***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*)

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AA-1	Continue to maintain and support existing hardware	CIO,STC, Vendor Partner	5 years	Erate KETS General Fund Federal Program School-based Other	to be determined	Servers and switches and network is up to date.
AA-2	To address student learning needs we will purchase and use new technology.	Teachers, support personnel, and students	2019-2022	KETS, general fund, Federal Program Funds	\$5000 annually	We have replaced every teacher machine in the district and have a refresh rate of 6 years.
AA-4	Encourage the use of cloud based services.	teachers, students, admin, support personnel	2019/20 school year	General Fund, PD funds(if available)	\$0	teachers begin to use google classroom more in their curricula delivery and possible home/hospital services.
A1-A	Continue to purchase more mobile devices for student use.	teachers, students	2019-2022	general fund, KETS, Federal program funds Esser, Gears, ARA	\$150000	1 mobile lab in every classroom at the elementary school. We have gone 1:1 at our high school level, this includes grades 7-12, with a refresh cycle of 1 grade level per year.

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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) 



**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*)

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**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

AA-3	BrightBytes survey for students, staff, parents/guardians	DTC, DAC	Twice Annually	Provided by state	\$0	use of data results to improve technology access, use, , effectiveness to address goals

						in technology plan
AA-5	Expand digital citizenship education to PK-12, as currently only 3-12. Also educate all new and returning staff on digital citizenship.	DTC, Administrators, all teachers.	annually and ongoing	general fund	\$0	Report of 100% completion of student lessons on digital citizenship.
AI-1	Educate personnel with duties related to student/staff data quality	Central office staff, school secretaries, guidance office staff	annually	general fund	\$0	Agendas and sign in sheets to meetings about confidentiality.

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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

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AA-3	Take full advantage of E-rate and KETS funding to maximize technology resources in the district.	DTC	annually	KETS, USAC	\$10000	Monitor erate and KETS funds available and utilize all funds available.
AA-2	Use long term planning strategies for replacement of equipment	DTC, finance director, purchasing secretary	annually	KETS, SBDM technology funds	\$10000	Tech committee meeting sign in sheets and agendas.
AI-2	Explore RFP for current print services and current contract.	DTC, principals, finance officer, superintendent	2021	n/a	tbd	Replacing 3 main copy machines with new ones.

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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

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AA-1	Build trusted relationships with all stakeholders through communication, increasing transparency. Increased updating of website, use of OneCall,	DTC. Media Specialist s, principals, guidance counselors	annually	General fund, KETS	\$2500	Monitor the website and Data in onecall to verify the use of it for communication to stakeholders.
AI-1	Partner with dual credit institutions(MSU, WKCTC) to implement Falcon Academy utilizing technology platforms(Google, Aimsweb, edgenuity, SKype, Blackboard.	Administrators, teachers, professors , media specialist	19-22 school years	4rivers foundation, Falcon Academy donations,	\$0	Dual credit completion, ACT scores, industry certificates.
AI-1	Early intervention reading program will be utilized to promote early reading initiative.	Academic consultant, HCES principal, classroom teachers	19-22 school years	4Rivers foundation	\$0	Increase in Star reading levels.

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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

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AA-4	School staff will support students in the creation and continuous updating of the ILP APP.	Principals, guidance counselors, CTE teachers	19-22 school years	4Rivers Foundation, general fund	\$4/student	100% completion of ILP APP for students by grade 12.
AA-4	Continued implementation of John Baylor online ACT prep, TruScore, Khan Academy.	Principals, teachers, counselors	19-22 school years	Falcon Academy donations, general fund	\$3000	Continuous improvement in ACT scores with annual tracking of students.
AA-1	Utilize Renaissance Learning AR applications.	media specialists, teachers, admin	annually	Title I, SBDM carryover,	\$2500	Reviewed by SBDM
AA-1	Continued use of Follett library manager	media specialists	annually	various sources	\$7500 annually	review by media specialists

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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

AA-1	Utilize a digital walk through APP to allow for immediate feedback between admin and teachers.	admin, teachers, DTC, 4Rivers Foundation	19-22 school years	4Rivers Foundation	\$4 per student	feedback from teachers and admin
AI-1	District will provide beginning level skills for technology related tasks.	DTC,	2019/20 ongoing to new staff	general fund	na	can show evidence of using IC, Google classroom.
AI-1	Teachers and admin will work toward completing Google Certified Educator 1 certification.	DTC, principals, teachers	annually	general fund	na	increase in number of google certified educators in the district.

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AI-1	All district teachers will complete a self reflection of technology use by students and teachers.	DTC, principals, teachers	ongoing, annually	na	na	surveys.
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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

Ai-1	Instructional staff will provide ongoing support to determine the best tools to meet learning objectives.	DTC, admin, teachers	annually	na	\$0	lesson plans,
AA-1	Google classroom as online/virtual classwork and for Home/hospital students and alt room students.	DTC, teachers, DPP	annually	na	\$0	All teachers(including home/hospital and alt. room) are using google classroom for meaningful lessons.

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