

# DISTRICT TECHNOLOGY PLAN

**DISTRICT NAME** Daviess County Public Schools

**LOCATION** Owensboro, KY

**PLAN YEAR(S)** 2020 - 2021



[Daviess County Public Schools](#)

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## Planning Team

<b>District Staff</b> [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, etc.]	
Matt Robbins - Superintendent	
Steve Burton - Computer Operations Manager	Jana Beth Francis - Assistant Superintendent, Teaching and Learning, Chief Academic Officer
Charley Broughton - Director of Secondary Schools	James Lyddane - Director of Elementary Schools
Robin Bush - Director of Special Education	Aaron Yeiser - Digital Learning Coach (HS)
Annette Sapp - Digital Learning Coach (ES, MS)	
<b>Building Staff</b> [Recommended to included principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
<b>PRINCIPALS</b>	<b>STCs</b>
AES Caleb York	Andrea Head
AHS Rick Lasley	Jonathan Leohr
BES Heather Newman	Jane Clark
BMS Dane Ferguson	Teresa Perkins
CHES Stacy Harper	Tonya Fleming
CVMS Jennifer Crume	Alison Christ
DCHS Matt Mason	Barney Hall
DCMS Kelly Skeens	Miriam Constant
DPES Robin Nalley	Jake Deitz
EVES Sonya Simpson	Amber Rohleder
HES Leslie Peveler	Gina Dailey
HPHS Michelle Ruckdeschel	Michael Claycomb
MLES Kevin Lowe	Jenna Allen
ODT Jeremy Camron	Jeremy Camron
SES Laura Cecil	Kim Masteller
SOES Jennifer Humphrey	Becky Hunter
TES Carrie Munsey	Crystal Chapman

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*Daviess County Public Schools*

<b>VALLEY</b> Lesa Hibbs	<b>Barbara Bowman</b>
<b>WES</b> Dr. Tricia Murphy	<b>Jeremy Stone</b>
<b>WLES</b> Nathan Satterly	<b>Amber Thompson</b>
<b>Other School Staff</b>	
<b>Chad Alward, Assistant Principal</b>	<b>Bob Dych, Assistant Principal</b>

<b>Additional District Contributors</b> [Recommended to include board members, SBDM members, program directors, etc.]	
<b>Dr. Tom Payne, Chairman</b>	<b>Dale Stewart, Vice Chairman</b>
<b>Todd Anderson, Member</b>	<b>James Morgan, Member</b>
<b>Frank Riney, Member</b>	

<b>Students</b> (Among others, these MS/HS students provided valuable feedback through a comprehensive survey)	
<b>Chloe Eblehar</b>	<b>Jackson Kyle</b>
<b>Yasmin Pope</b>	<b>Craig Bertke</b>
<b>Emily French</b>	
<b>Macy Dame</b>	<b>Jalen Harris</b>
<b>Delany Bond</b>	<b>Matthew Hendrix</b>
<b>Lauren Howe</b>	<b>Joshua Harwood</b>
<b>Brooklyne Bell</b>	<b>Will Barron</b>
<b>Sophie Jagoe</b>	<b>Jay Powers</b>


## 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?*

### Curriculum and Instructional Integration Goals

- The district managed and maintained a large 1:1 instructional device program at the HS level, a 2:1 device program to the MS level.
- Students and teachers were supported through the provision of numerous high-quality instructional software applications, including access to core and specialized course content.
- Several classrooms throughout the district also experienced projector/TV Monitor upgrades.
- Teachers throughout the district were continually supported and challenged to utilize the most effective integration practices
- The district technology team worked closely with the Office of Teaching and Learning to provide support to the district-wide instructional goal “students cognitively engaged in high-quality, standards-based activities”.

### Student Technology Literacy Goals

- The district continued to promote and integrate safe and ethical use of technology using Google tools, Common Sense Media, Ed Puzzle, and other appropriate sources.
- The majority of DCPS schools maintained active STLP/Robotics programs.

### Staff Training/Professional Development Goals

- The District TLT established multiple opportunities for certified/classified staff to become more knowledgeable in the most-up-to-date instructional and efficiency-based applications.
- Live and On-demand training sessions were provided during the NTI period to fill ability gaps.

### Technology Infrastructure and Support Goals

- The district continued to provide high levels of support by properly maintaining and executing crucial services (wireless connectivity in and outside buildings, web-hosting solutions, user accounts, web filters, firewalls, LAN/vice networks, cell plans, broadcast equipment, social-media/branding, IC Messenger, security cameras, etc.)

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

- Expansion of our student to device ratio was not significantly improved.

*Areas of improvement?*

- The district is in the process of implementing a VOIP pilot program covering 1-3 buildings.
- Work has only begun on a move to turn all old Windows laptops into Chrome OS via Neverware.
- More consistent work is needed so that teachers are able to clearly understand how certain technology applications and processes can help them be more efficient and successful in moving all students higher on their achievement journey.
- More work is needed in order to develop and execute appropriate activities that address state/national technology standards for K-12 students and staff.

- The District TLT needs to focus on determining and executing a plan for a comprehensive K-12 technology skills continuum.

*Areas/goals that are no longer relevant?*

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

- Covid - 19 hampered our plans for the year in a number of ways including instructional coaching, STLP events, and bootcamp-style training sessions. Thus, a move to online support for these plans emerged as a need.

## 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 District Technology Leadership Team (District TLT) meets throughout the school year to discuss specific needs and determine solutions. Members of this team include the Computer Operations Manager and two District Digital Learning Coaches. (DCPS has a job posting at the time of this plan for an Instructional Technology Coordinator.) **This group largely determines the annual goals and objectives of each plan.** Valuable information consistently flows to this group from other systematic means, including but not limited to the following: annual meetings with STCs and Lab Coordinators, IC Coach meetings/trainings, STLP meetings/trainings, Media Specialist PLC meetings, District PLC meetings, Office of Teaching and Learning meetings (both core and whole group), District Administrator Meetings, District Leadership Team meetings (aka District Cabinet), teacher advisory meetings, student advisory meetings (ESAC) and student surveys.

*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.*

It is always our goal to maximize our support of the daily work of all employees and students (efficiency and learning).

Over the next 12 months, we plan to update teacher devices to include 74% with a Chromebook tablet. We will also streamline the use of instructional software applications for the sake of consistency and cost savings.

We will continue to gather feedback from principals on exact needs of teachers to improve professional learning opportunities.

We will build common practices that benefit all stakeholders during periods of Non-Traditional Instruction.

## 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)?*

Again this fall we had sixteen students serve on the eLearning Student Advisory Council (eSAC). This group typically meets once or twice per year with survey information sent to them in advance of each meeting.

At the conclusion of NTI, we asked students to answer a survey about the experience they had with online instruction. The survey is still open but has nearly 1000 responses already.

*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.*

- Level of Teacher Use of Technology
- Level of Student Use of Technology (or Restrictions)
- Mixed Use Status
- Technology Distractions
- Technology Obstacles
- School Wifi Issues
- Teacher Training Needs (Student Perspective)
- Home access to computer and the Internet
- Common communication and tech tools
- Suggested Removals
- Suggested Additions

## **KETS Master Plan Areas of Emphasis**

### **Connected to the Future Ready Framework**

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

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



## Robust Infrastructure & Ecosystem

Future Ready Gear

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

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



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



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



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



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



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

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-1	<b>Maintain current fiber network for the district (provider minimum of 1 Gig connections to all DCPS campuses)</b>	Vendor, ITC-Computer Operations Manager	2020-2021	ERate General Fund	\$146,400 (ERate covers 80%)	Average speed, outage stats
AA-3	<b>Maintain/enhance web hosting solution for all</b>	Director of Instructional	2020-2021	General Fund Technology	\$17,000	Consistent and appropriate communication from district and

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	<b>school sites and Central Office</b>	Technology				schools to all stakeholders and general public (usage stats)
AA-3	<b>Maintain internet/web access outside school hours for students and staff (off-site)</b>	Director of Instructional Technology	2020-2021	General Fund Technology	\$7500	Increased, seamless access to media-rich resources (usage stats)
AA-2	<b>Implement/Manage web filter with expanded capabilities for eLearning</b>	ITC-Computer Operations Manager	2020-2021	General Fund Technology	\$40,000	Secure, safe, and seamless pass-through authentication to media-rich resources (custom reports)
AA-2	<b>Upgrade Windows 7 to Windows 10 (license upgrade)</b>	ITC-Computer Operations Manager	2020-2021	General Fund Technology	\$0	Extend life of machines, better performance
AA-2	<b>Continue with VOIP Pilot Project</b>	Computer Operations Manager	2020-2021	District Funds	\$15,000	Improved system features
AI-1	<b>Provide new Chromebooks to all incoming 9th grade students and varying amounts to middle and elementary schools (and some additional chromeboxes)</b>	Vendor, ITC-Computer Operations Manager, Purchasing Manager	2020-2021	District General Fund Technology, School Funds,	\$500,000	Replace according to annual schedule (impact measured on usage stats and classroom walkthroughs)
AI-1	<b>Repurpose expiring senior class Chromebooks, then redistribute to ES or MS level</b>	ITC-Computer Operations Manager	2020-2021	District KETS Funds	\$32,000	Impact measured on usage stats and classroom walkthroughs
AA-1	<b>Upgrade core router</b>	Computer Operations Manager	2020-2021	Erate	\$50,000 (80% covered by Erate)	Reduced ongoing support costs

AA-2	<b>Continue to develop unified network-based PA, VOIP, and eMail system</b>	Computer Operations Manager	2020-2021	District Construction Funds	\$0	System continually works efficiently
AA-2	<b>Maintain long distance plan</b>	Purchasing Manager	2020-2021	General Fund	\$6,000	Communication ease of access
AA-2	<b>Maintain basic telephone plan</b>	Purchasing Manager	2020-2021	General Fund	\$86,000	Communication ease of access
AA-2	<b>Maintain data plan access on handheld devices for all administrators</b>	Purchasing Manager	2020-2021	General Fund	\$55,000	Increased access and communication among admin group



## 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-2	Create and enforce an annual staff training on proper data security, safety and privacy issues (Safe Schools Material, etc.)	ITC- Computer Operations Manager, DLCs	Fall 2020	District Funds	\$4000	Web-based reports within delivery tool
AA-5	Teach students safe and ethical use of technology using Google tools, Common Sense Media, DDL and/or other appropriate sources.	ITC- Computer Operations Manager, DLCs	2020-2021	NA	\$0	Completion reports indicate student understanding/mastery of key concepts
AA-2	Evaluate and pilot anonymous student email addresses	ITC- Computer Operations Manager, DLCs	2020-2021	NA	\$0	
AA-2	Evaluate current password	ITC-	2020-2021	NA	\$0	Adherence to OET minimal

	policies	Computer Operations Manager, DLCs				standards and recommendations
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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)
AA-1	Enforce centralized purchasing of all technology items and services	ITC, Computer Operations Manager, Purchasing Supervisor	2020-2021	NA	\$0	Elimination of unexpected work orders, adherence to district reporting, and state purchasing contracts
AI-1	Develop an updated proposal to support hiring additional instructional technology support personnel	ITC	2020-2021	NA	\$0 (Initially)	Additional staff are hired and placed in needed areas
AI-2	Continue to provide print management services to school and district leadership	Computer Operations Manager	2020-2021	District Tech Funds	\$2500	Reduction in total printing costs by building
AA-2	Maintain work order and inventory systems	Computer Operations Manager	2020-2021	District Tech Funds	\$4000	Internal system reports, direct feedback from school/district personnel



**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	Develop a guidance document to streamline	OTL, other District	2020-2021	None	\$0	End of Year surveys, increased NTI participation

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	communication	leaders, and school representatives				
AA-3	Seek partnerships to develop and enhance opportunities for students in industry certifications, apprenticeships, etc.	ITC, DLCs, CCR Coordinator, Director of Secondary Schools	2020-2021	District Funds, CTE Funds	\$20,000	Completion statistics, enrollment numbers, transition readiness percentages
AA-1	Increase number of teachers/admins participating in GRREC trainings, KYSTE, ISTE, etc.	ITC, DLCs, Director of Secondary Schools	2020-2021	District Tech Funds, Federal Program, KETS	\$10,000	Registration/attendance figures\$55
AA-1	Seek partnerships to support or expand local STLP efforts	ITC, DLCs, Principals, STLP Coordinators	Ongoing	NA	\$0	Enhanced level of support from community, projects take on more specific local/regional purpose, students learn the importance of being connected and committed to their community (direct observation, discussions with community partners)
AI-2	Assist State STLP planners in bringing OCTC and other local post-secondary schools into the Regional competition	ITC, DLCs	2020-2021	NA	\$0	Post-secondary involvement
AA-3	Expand opportunities for STEM summer camps and co-curricular competitive robotics programs (as provided by the B.J. Killian Foundation - Engineering Academy Sponsorship)	HS DLC, Engineering Academy Staff	2020-2021	B.J. Killian Foundation	\$15,000	Camp enrollments are maximized; Robotics teams increase in numbers and competitive success



## Digital Curriculum, Instruction & Assessment

Future Ready Gear

**KETS GUIDING PRINCIPLE** – A digital learning experience is fostered by a teacher or coach with the use of rich digital instructional materials that are vetted to the rigor of Kentucky Academic Standards. A robust digital environment provides students with the opportunity to assess their own learning/progress.

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



**AA-1:** Continue to provide access to instruction digital content which further aligns to the Kentucky Digital Learning Guidelines



**AA-2:** Continue providing opportunities for students to demonstrate learning connected to and through technology (*empowering students through technology with STLP, IT Academy, etc.*)



**AA-3:** Continue to finalize and partner with Career and Technical Education (CTE) to promote Kentucky approved K-12 Computer Science Standards and Technology/Digital Literacy Content Standards (*based on International Society for Technology in Education standards*) for ALL students



**AA-4:** Continue providing access to online assessment tools that allow teachers and administrators to assess student learning, provide timely feedback to students and make curriculum decisions (*online formative assessment tools, interim based assessments, and summative assessments*)



**AA-5:** Continue to provide districts/classrooms access to digital instructional materials through an equitable of robust digital experience



**AI-1:** Identify digital content and tools (curriculum, instruction and assessment) designed to have the highest impact and value (e.g. is the technology making or not making an instructional and learning difference?), including frequency of use by teachers and students



**AI-2:** Create a closer connection with Career and Technical Education to expand information technology and computer science career pathway offerings specifically related to computer programming/coding and increase exams available through IT Academy



**AI-3:** Play a vital role in implementation of summative online assessment and school report card and dashboard tool of the new assessment and accountability system

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2, AA-5	Web-based software ( free and paid subscriptions) will be used to support teacher activities in all facets of the T/L process	ITC, DLCs	Ongoing	District KETS, District Tech Funds, Other District Funds, School KETS, Other School Funds, ESS	\$300,000 (inclusive of items listed elsewhere)	Student usage reports, classroom walkthrough data, teacher feedback, IC gradebook assignments
AA-3	Establish a district Computer Science committee to study the new standards, analyze current successes at all levels and develop a plan to to address standards consistently throughout the district	ITC, DLCs, Select Teachers and Instructional Coaches	Ongoing	District KETS Funds	\$0	Committee reports, ongoing analysis through classroom walkthroughs, etc.
AA-4	Continue to provide software tools and associated training to assess student learning and resultant intervention strategies	ITC, DLCs	2020-2021	District General Tech Funds, District KETS, School Funds	\$15,000	Reduction in gap scores (MAP, KPREP and classroom data)
AI-1	Develop opportunities to provide a more accurate determination of the highest educational value of instructional software	ITC	2020-2021	District KETS	\$0	Specific data will show various levels of value as the system relates directly to ongoing student achievement
AI-1	Reinstitute a formalized process (and regular routine) to obtain critical information	ITC, DCLs, District and School	Ongoing	District KETS, District Personnel	\$0	TalentEd Perform Walkthrough tool, Google Forms

	on how teachers are integrating technology and how students are actually learning from various classroom activities (Reports will be shared with admins throughout DCPS.)	Admins		Funds		
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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	Survey/Meet with principals to better determine exact needs of teachers	ITC, DLCs	Ongoing	NA	\$0	Teacher participation, feedback surveys, and end-of-year meeting with principals
AA-1	Continue to offer brief,	ITC, DLCs	Ongoing	NA	\$0	More consistent adoption and

	focused demos of technology applications and how to effectively integrate them into instruction during regular instructional coach meetings, planning periods and after-school hours as needed					implementation of tools/methods, improved student engagement (classroom walkthrough data, student and teacher usage reports)
AA-1	Continue to communicate new technology applications via newsletter	ITC, DLCs, STCs	Ongoing	NA	\$0	More consistent adoption and implementation of tools/methods, improved student engagement (classroom walkthrough data, student and teacher usage reports)
AA-1	Develop an ambassadorship program of lead teachers working toward integration expertise	ITC, DLCs	2020-2021	District General Tech Funds	\$10,000	More consistent adoption and implementation of tools/methods, improved student engagement (classroom walkthrough data, student and teacher usage reports)



## **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	Continue to utilize Edgenuity courses for non-traditional students/situations	ITC, Director of Secondary Schools	2020-2021	District ESS Funds	\$30,000	Systemwide reports credits earned
AA-1	Continue to support the technical needs of dual credit options, Community Campus Academies, and the Owensboro Innovation Academy	ITC, Director of Secondary Schools, District CCR Coordinator	2020-2021	District General Funds (portion), District Technology Funds	\$40,000	Completion of courses and individual programs
AI-1	Support teachers and students in use of Google Classroom and associated components	ITC, DTC, Computer Operations Manager, STCs, Principals, ICs	2020-2021	NA	\$0	Increased use of G Suite products (reports from Google Admin Console)