

DISTRICT TECHNOLOGY PLAN

DISTRICT NAME Russell Independent Schools

LOCATION Russell, KY

PLAN YEAR(S) 2019-2020



www.russellind.kyschools.us

Table of Contents

[Table of Contents](#)

[Planning Team](#)

[Previous Plan Evaluation](#)

[New Plan 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

District Staff	
Greta Casto	CIO
Russ Cole	Network Administrator
Sam Malone	District Technician

Building Staff	
Robin Clay	RHS LMS
Mark Casto	Counselor

Additional District Contributors	
Sean M. Horne	Superintendent
Dennis Chambers	Finance Officer

Students	
Casey Malone	Middle School Student
Delaney Hetzer	High School Student
Other	
John Jones	Board of Education
Christie Addington	Parent

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?

In the 2018-19 Russell Independent Technology Plan, we are currently working toward or have met all goals. BYOD continues, successfully. Chrome device implementation is moving along well and is extremely well received among stakeholders. Many of the goals of the 18-19 plan are on-going, and are included again in this plan.

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

We did utilize Google Classroom across the district, but did not utilize any NTID this year. While that did not impede the progress of utilizing the platform, it did hinder us from evaluating usage and impact. during NTI days.

Areas of improvement?

Russell Independent Schools will fully utilize the reporting features that are provided in Clever to help to shape our purchases based upon usage. We need to continue to search for ways to further expand the Chrome device implementation to keep up with the demand.

Areas/goals that are no longer relevant?

Needs that emerged after evaluation of the previous plan?

We are replacing the phone system to a VOIP system to try to leverage a cost savings after having no e-rate discount for phone service.

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?

In order to implement a comprehensive district technology plan for the safe, effective integration of technology that will provide appropriate guidelines for acquisition, training, and support for staff, students, and the community, the following steps were taken:

- Survey and research the most effective practices for technology integration in schools.
- Provide adequate technology resources to support students, staff, and community.
 - Utilize Professional Growth Plans of district employees to determine professional development needs, and then provide that training for district employees to equip them with the knowledge of ways to integrate technology into their instruction of Core Standards.
- Update the Russell Independent District Technology plan annually, based upon evaluation data, research, and committee review.
- Disseminate information to assist faculty and staff in purchase of home computers and software.
- The technology department will provide consultation to Family Resource Center on support and technical purchases.
- Professional Development Training for district employees enabling them to utilize digital communication with parents, students, and community members.
- Update and maintain the district's web presence to include relevant information to school community and solicit feedback from the community.

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.

Our Clever login project (to help with our single sign on and tracking of usage of various platforms) will be a main focus to help us evaluate many of the strategies in this plan. Currently we are in the beginning stages of implementation and we will continue this implementation to the next level. We will address the aging machines by either upgrading or replacing the devices. Both of these major activities will help us to tighten up our focus of how our technology is used to deliver the curriculum through instruction and maintaining our technology infrastructure. Another major activity will be to adopt and teach using the new Computer Science Standards, which will have a clear focus on student technology literacy.

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)?

The leadership team for Russell Independent Schools decided to embark on a process through shared aspiration that all students who graduate from Russell Independent Schools are afforded an educational experience that prepares them for college and or careers, and enables them to become productive contributors of their community.

We decided to begin this process with our greatest stakeholders, our students. We interviewed 12-15 students at each transition point: Grade 5, Grade 8, and Grade 12. Students were selected from a variety of interest and performance groups to gain feedback on their experiences with Russell Independent Schools.

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.

When asked about assignments that they felt were most beneficial or that they learned the most, across all grades and buildings, students all responded that they connected with assignments that were project based assignments. Students noted that Google Classroom has been a very positive learning experience. Students noted that they can work on assignments at home, at school, or with groups without having to carry lots of books with them because everything they needed was housed on the site by the teacher. Students in grade 5 and 8 wanted to see Chromebooks for every student for every subject. Grade 12 students just wanted to have some computer workstations in the classrooms as opposed to Chromebooks. Grade 12 students suggested that some items that could be of benefit for future high school students would be opportunities for more internships or co op experiences during the school day, more courses that are career based, and more people to be able to work with them on career/college options. Seniors also noted that specific study skills instruction could be beneficial if embedded into regular class instruction so that they were not as nervous about college work loads. Seniors also noted that they really appreciated the teachers who shared with them that their current high school class would be structured very similar to a college class which eased concerns about college classes.

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

Russell Independent

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA2	Continue to Support Wireless Infrastructure and work toward saturation	CIO, Network Administrator, Vendor Partner	Completed by September 30, 2019	KETS General Fund-		KETSview logs Wireless Usage logs
AA2R	Replace network switches	CIO, Vendor Partner	Completed by September 30, 2019	Erate KETS General Fund-	\$	New equipment will provide a stronger and more secure network
AA2	Replace/Install UPS battery backups	CIO, Vendor Partner	Completed by June 30, 2019	KETS General Fund-		Provides protection of our networking equipment, provide a safe way for the equipment to power down and back up after power outages. We will have less network outages and loss of configuration due to forced shut down during power outage or surge
AI-1	Track and analyze data from Spiceworks Ticketing System to improve service to stakeholders	CIO/Network Admin/District Tech	On going	No additional cost to district	No additional cost to district	Monitor Spiceworks Reporting Features to chart progress
AI-1	Identify and upgrade all Windows 7 devices to Windows 10. If not upgradable they will be made Chrome devices or surplus.	CIO Finance Director	December 30, 2019	KETS	To be determined	EPO report provided by KDE Digital Readiness Survey PDQ Reports
AA-4	Support safe and monitored school environment	CIO/Net Admin/Maintenance	on going	Safe Schools General Fund	To be determined	Safe Schools Report



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

Russell Independent

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-5	Continue digital citizenship education in K-12th grade classes	CIO/District LMS Staff/District Counseling Staff	On going	None	\$0	DDL Reports, Lesson Plans
AA-3	Continue to use surveys of stakeholders and use results to determine the next steps in improving technology resources and or service	District Admin Team	Annually	Provided by State	\$0	Tell Survey Student Voice Interviews Technology Activity Report Digital Readiness Survey
AI-1	Recurring Confidentiality training to include data security and privacy from Safe Schools	District Admin Staff	Annually	General Fund		Staff Meeting Agendas



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

Russell Independent

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	Plan and budget accordingly to replace/ refresh staff and student devices	CIO Superintendent Finance Director	Review Annually	General Fund KETS		TAR Digital Readiness School Report Card
AA-3	Apply for all E-rate funds as eligibility and budget allows	CIO Finance Director Superintendent	Annually	USAC KETS General Funds		USAC Application Approval
AI-1	Continual evaluation of the need for appropriate staff allocations to support district technology initiatives	District Admin Team	Ongoing	General Funds	To be determined	Ratio of devices to Technicians Ratio of students to Digital Coaches In alignment with KDE Recommendations for Technology Staffing



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

DISTRICT TECHNOLOGY PLAN

Russell Independent

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	Maintain District website, mobile application(s) and social media presence	District Admin Team	Ongoing	General Fund KETS		Data usage logs



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

Russell Independent

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	Every School will have a recognized STLP Program	CIO	ongoing	KETS General	10,000.00	Attendance at Regional and State STLP Events KYSTLP website
AA-2	Device Neutral Assignments will be the focus of all professional development and classroom resource assistance.	District LMS CIO	ongoing	no cost	no cost	Lesson Plans Student Work
AA-3	Create New Career Pathway at the RATC to include Computer Science	RATC Principal CAO CIO	Pathway to open August 2019	ATC Funding	no additional cost	Infinite Campus
AA-1	Sustain and expand mobile devices provided by the school. In addition, students will be allowed to utilize their own personal devices.	CIO Principals CFO	ongoing	KETS General PTA funding REEF	20,000.00	TAR Digital Readiness Survey
AA-3	Incorporate the new Computer Science Standards and Technology/Digital Learning Standards for all students in Library Media Lessons and in STEM Labs	Principals LMSs CIO STEM Teachers	August 19 - June 20		No cost	Lesson Plans Classroom Evaluations/Walkthroughs Student Work
AA-5	G-Suite will be utilized as the platform for online coursework.	Google Certified Educators LMS Staff CIO	Ongoing	No cost	No cost	Track number of Google Certified Educators; Clever logs; Google Admin Reports
AI-1	Work closely with teachers to identify digital content	CAO CIO	ongoing		pending	Clever Logs

	and tools that have the highest impact and value for students, and monitor use.	SBDM Councils				
--	---	---------------	--	--	--	--



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	Staff will be be trained in	District	ongoing	General Fund	To be	Monitoring the number of

	and encouraged to certify in various micro-credential programs related to technology	Admin Staff Teachers		KETS Title !	determined	Educators receiving micro-credentials
AA-1	Staff will be trained to utilize team drives to encourage a culture of digital collaboration and connected digital relationships	District Admin Staff	ongoing	no cost to district	no cost to district	Google Stats and history of educators utilizing the team drive



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	Google Classroom and other online tools to deliver	ALL	On going	N/A	\$0	Clever logs Google Admin logs

DISTRICT TECHNOLOGY PLAN

Russell Independent

	instruction					
AA-1	Makerspaces (Elementary and MS)	Library Media Specialist/ST EM Lab	On going	Library KETS General Fund	To be determined	Continue to grow and build makerspaces (Elementary and MS)