Kentucky Education Technology System
DISTRICT TECHNOLOGY PLAN

DISTRICT NAME	Paris Independent School District
LOCATION	Paris, Kentucky
PLAN YEAR(S)	2021-22

paris.kyschools.us

Table of Contents

Planning Team

District Staff [Recommended to include CIO/DTC, TIS/DLC, technician, finance officer, superintendent, academic officer, DAC, etc.]	
Stephen McCauley, Superintendent of Paris Independent Schools	Kelly Vice, Director of Technology
Patrice Thompson, Assistant Superintendent	Martha Moore, Finance Officer
Natalie Payne, Director of Operations	Glenna Linville, Tax and Accounting office
Amanda Evans, Director of Preschool and Special Education	Kathy Tobin, FRYSC Coordinator
Brian Washington, Director of Facilities and Maintenance	Nikki Washington, Director of Food Service

Building Staff [Recommended to included principals, LMS, STC, counselors, teachers, teaching assistants, etc.]	
Joe Matthews, Paris High School Principal	Rob Ginter, Paris Middle School Principal
Stephanie Harmon, Paris Middle School Principal	Leann Pickrell, Dean of Students, Paris Elementary School
Keith Griesser, Paris Elementary Principal	Kaylin Walker, Guidance Counselor
Kari Housholder, Guidance Counselor	Daphne Darkomensah, Guidance Counselor
	Jennifer Allen, District Media Specialist

Additional District Contributors [Recommended to include board members, SBDM members, program directors, etc.]	
Angela Plummer, Board Chair	Janice Shepherd, Board of Education member
Ricki Johnson, Board of Education member	Bruce McDonald, Board of Education member
Louie Emmons, Board of Education 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?

Major update to telephone system, the website and security infrastructure was completed in the fall and winter of 2019-2020. Provided training for interested staff members, and expanding digital learning at Paris Elementary. Improved the capacity saturation levels of our wireless network coverage throughout the district by moving the IP camera system to its own subnet. At the present time, we have successfully launched more than 850 Google Chrome managed devices to support our 1:1 program in grades 4-12 and Chromecarts in 3rd grade.

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

Our district encourages and provides the necessary resources to ensure that our staff knows how to use new and existing technologies to improve student academic and career. However, an annual technology course for new staff should be developed as part of new staff on-boarding to ensure that all staff get the most out of the G-Suite and thier chrome devices. We need to consider adding more opportunities for STEM instruction at all grade levels and add annual iSAFE instruction for students in grades 3 to 12.

Areas of improvement?

The district needs to consider adding staff at the school level to support the full implementation of Computer Science standards approved by the Kentucky Board of Education in the fall of 2018. This could include: converting a space in each school as a STEM lab, providing computer literacy instruction through the media center or in the special rotation at each school. Of course this depends on the availability of funding and staff.

Areas/goals that are no longer relevant?

Needs that emerged after evaluation of the previous plan?

Increase the capacity of our staff and students by offering Google Certification to interested staff. Increase the capacity of our students and staff by offering Google Certification for students through their visits to the media center. Continue supporting the Esports program by having a dedicated Middle School coach in addition to the high school coach. Secure funds for "makerspaces" in media centers and provide students with an opportunity to explore high tech fields as a career choice.

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 Paris Independent Schools 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 the 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 the 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.

We will address aging machines by either upgrading or replacing the devices. 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. Both of these major activities will help us to tighten up our focus on how our technology is used to deliver the curriculum through instruction and maintaining our technology infrastructure.

[See Technology Planning section of KETS Master Plan for more information]

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)?

No, but using data from the last student survey in 2019 below as interests should not have changed significantly.
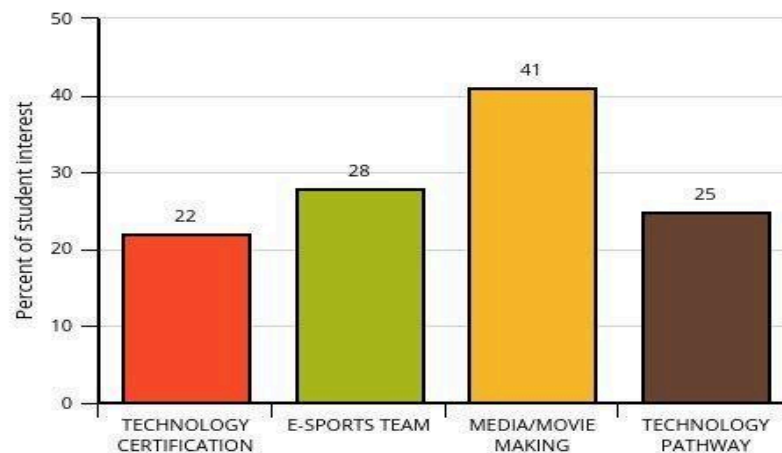
If you have a method to collect student voice for this purpose, reference specific data points from the collection that were useful in developing strategies for this new plan.

The chart on the right represent the results of student voice focus groups hosted by the Director of Technology during may of 2019. The student surveys were used to add future goals to our technology plan.

Additional technology goals based on student surveys:

1. Expanding current technology offerings.
2. Secure funding for a makerspace at each school library.
3. Secure funding stream and equipment for a new STEM lab which includes 3d printer and CAD software.
4. Secure funding stream for an ESports Team at Paris High.

Student Interest Survey May 2019
Source: PARIS HIGH SCHOOL STUDENT FOCUS GROUP

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 students 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)
AI1	Continue to maintain the 1:1 Technology initiative at the middle and high school level by purchasing replacement devices to maintain the fleet. Add additional devices as funds permit.	BOE, Superintendent, Assist. Superintendent of Instruction, building Principals and DTC	Acquire new devices each year in July	Federal Program grant funding, school-based funds and General fund and other sources	$48,000	Students will continue to have access to 1:1 devices with minimal downtime. Increase the size of the Chromebook fleet by 10% per year until we have expanded 1:1 to grades 3rd through 12th.
AA2	Replace outdated analog phone system with new Voice Over IP (VIOP)	BOE, Superintendent, DTC	Completed by December of 2021	Restricted building funds, General fund	$50,000	Improve communication between the district and the community. Decrease telephone downtime.
AA3	Maintain and continue updates to the District's wireless network by updating remaining CAT5 cabling in network closets.	DTC/CIO	Completed by June of 2022	General Funds	$2,000	Ensure 100% of District spaces have sufficient network drops to connect devices.
AA3	Purchase Network equipment Maintenance Agreements (Switches, APs, Wireless Controllers & Other Network Hardware)	DTC/CIO	Completed by August of 2021	General Funds. KETS funds	$2000	Ensure 100% of District spaced have sufficient wireless bandwidth to ensure productivity.

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 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)
AA1	Review all technology related policies regarding the collection, use and dissemination of data	Superintendent, Assistant Superintendent, building Principals and SBDM Councils, DTC/CIO	Completed by July 1, 2022	not applicable	$0	100% of all policies/procedures will be evaluated and updated as needed.
AA4	Continue to migrate key administrative functions to cloud-based functions. (Voice mail, back-up of hard file) by training staff in the use of Google Drive tools	Assistant Superintendent, DTC, building principals, teachers.	Completed by January 2022	not applicable	$0	100% of staff will have access to Google Drive to maintain back-up files of critical documents.

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.

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)
AA1	Collect and analyze network security data including network traffic, student use and content filter reports. Provide & maintain Transparent Proxy Services to allow any network capable device to access our wireless network and to provide filtering of inappropriate network traffic	Building Principals, Faculty/Staff and DTC	Completed by May 2022	n/a	$0	The Kentucky Department Of Education provides Lightspeed hardware and services for this purpose at no cost to Kentucky school districts. Software needed to support student engagement included in previous section.
AA3	Continue supporting the maintenance of a district level server to protect/isolate various aspects of the network infiltration. Provide funds to support the maintenance of district hardware and software	DTC/CIO	On-going	General fund, KETS funds and other sources	$35,000	Ensure access to print services throughout the district 95% of the time.
AI1	Provide staff to maintain all District owned technology and network services.	Superintendent	On-going	General Fund	$65,000	There will be at least one person available to support District technology operations.
AA5	Implement Digital Driver's License for all students in grades 6-12	Superintendent, Building principals	By October of each year.	General fund	$0	100% of students in grades 6-12th will participate in Digital Driver's license training each year.

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.

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)
AA1	Update district website, social media pages and local news outlets with information about District and School level initiatives,	BOE, Superintendent, Assistant Superintendent, Building Principals and DTC	Updated website by July 1 of 2022	General Fund, KETS or other sources of funding	GF Phone Services $12,034.46 Five Oaks Website Design & Support GF $720.00 School Messenger GF 1,425.00	Ease of website navigation, ability to have multiple web authors and editors. Maintain updated phone systems and updated one-call services.
AA3	Provide students with the opportunity to obtain Industry Certification in technology by purchasing devices that can be used to set up the Imagine Academy in the PHS Media center.	School Principals, Guidance Counselor, Media Specialist, DTC	July of 2022	General Funds, KETS and Funding from the Department of Education	$4,000 plus the .3 staffing allocation for Media Specialist	10 student per year will have access to free vouchers for industry certification in Technology.
AI3	Continue Paris Independent's Partnership with Summit Learning Charter Schools and TLP Education.	BOE, Superintendent, Assistant Superintendent, building Principals	Evaluated yearly	General Funds, Federal funding, and funding from TLP Education.	$0	At the present time, TLP Education pays for software and training associated with the Learning Management system used in grades 6-12.

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)
AA1	Provide students with access to online learning opportunities across the curriculum through project-based learning, digital software and by use of instructional devices	Assistant Superintendent of Learning, School Principals, Teachers and staff	Implemented each year	General Fund, KETS funds, Federal Project Funds and other sources of funding	$50,000	Students will demonstrate growth in reading and math as demonstrated by the NWEA map assessment.
AA3	Provide opportunities for students to complete the technology pathway through a partnership with Harrison County CTE or self-directed through the Imagine IT academy.	Director of Transportation, Principal, Guidance counselor	Implemented each year	Funding provided by the Kentucky Department of Education and supplemented with General Fund money.	Amount varies	100% of students who want to complete a technology pathway will have the opportunity to do so in person or online.
AA4	Continue using online assessment tools such NWEA map to monitor student progress	Assistant Superintendent of Instruction with building Principals	Completed three times per year	General Fund, Federal Project funds and other funding sources	Amount varies by year.	

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 **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 **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)
AA1	Provide opportunities for staff to participate in Professional Learning as it related to the integration of digital tools and data collection for improvement of learning.	Assistant Superintendent of Instruction and Building Principals	Yearly	General Funds Title 1 Funds and Perkins Funds	$10,000	Positive observation by Principals in the use of instructional technology as noted in walk-through observations.
	Paris 2.0 Program Teacher & Principal Training	Assistant Superintendent of Instruction and Building Principals	Yearly	General Funds Title 2 funds and other funding sources	$6,000	Positive observation by Principals in the use of instructional technology as noted in walk-through observations.

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)
AA1	Continue the expansion of online Learning management systems by using Google tools and TLP Education Resources which provide learning anywhere, anytime access to the curriculum for students and staff.	Assistant Superintendent of Instruction and Building Principals	Implemented yearly	General Fund, KETS funds and other funding sources	$0	Increase the number of students who score proficient and/distinguished across the district.
AA1	Establish a STEM lab	Assistant Superintendent of Instruction and Building Principals	Completed by July 1 of 2022	General Funds Grant money, Federal project funds and other	$4,000	Increase the number of students who score proficient and/distinguished in Science/Math

			sources such as the Paris Education Foundation.		
AI1	Provide hardware and software to develop a media rich makerspace at each school	Assistant Superintendent of Instruction and Building Principals	Completed by July 1 of 2022	General Fund, KETS funds and other funding sources	$15,000	Student published media content will be shared online and through other communication venues.
AA2	Empower students to establish and student help-desk for basic technology repairs	Assistant Superintendent of Instruction and Building Principals, DTC	Completed by July 1 of 2022	General Fund, KETS funds and other funding sources	$5,000	More students will enter and complete the Technology pathway.
AA5	Replace the outdated 21st Century classrooms (1st Generation SMART board) with updated interactive touch screen or projectors	BOE, Superintendent, Assistant Superintendent of Instruction and Building Principals, DTC CIO	Completed by July 1 of 2024	General Fund, KETS funds and other funding sources	$75,000	Increased student engagement as observed by building Principals. Improved instructional outcomes in reading, math, science and social studies.