Technology Plan

Somerset Independent School District
Somerset, Kentucky

http://www.somerset.kyschools.us/
http://www.education.ky.gov

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Acknowledgments

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Executive Summary

Technology is a tool, a very powerful tool. Student will need to master various components of this tool to compete in a world which demands collaboration, communications and creativity. Technology will never replace teachers, yet teachers that use technology efficiently and creativity will replace teachers that do not.

Somerset Independent has a strong tradition of excellence. We have committed ourselves to providing leadership, direction and a safe multifaceted student-learning environment. Technology plays an integral part in striving to attain this goal.

The District is committed to maximizing all available funding sources as well as other resources to ensure the priorities established throughout the district are attained. Efficiency, differentiated learning, and data-driven decision-making are all priorities as we move toward proficiency.

Student performance data will be utilized to make adjustments necessary in curriculum, thereby resulting in increased academic performance. Schools will continue to update and implement technology literacy curriculum via formal classes and opportunities via the Student Technology Leadership Program (STLP).

Teachers will integrate technology tools into daily activities and this will be reflected in the walkthrough data collection, as well as the teacher evaluations. The effective use of technology tools will directly support the instructional program for all students.

Somerset Independent has a strong commitment to parents and the community. Enhanced communications include an updated website, Infinite Campus, and a parental notification system.   Utilization of these resources will

continue to provide the necessary link to ensure that students, parents, and the

community are active participants in the "school community".

Planning Process and Methodology

The mission of Somerset Independent Schools is to create, implement and maintain an environment which encourages all students to reach their full potential. This will be achieved through a commitment to school and district initiatives to reach College and Career Readiness. We commit to a comprehensive system of support to assure this outcome.

To accomplish this task the District Technology Committee, the SBDM Council at each school, and the Board of Education adopt and support a Technology Plan. The District Technology Committee provides the initial framework for the plan with input from the schools via STLP and the Media Specialists. The final components come from the SBDM Councils and the Board of Education. Once the Technology Plan is approved by these entities then the review and revisions are handled via the District Technology Committee.

Somerset Independent has addressed the goals of previous plan(s), but strives to improve the results. A better use of data collection will allow the district to accomplish efficiency, increased differentiated learning, and improved data-driven decision-making. http://education.ky.gov/districts/tech/kmp/Pages/Past-MP.aspx

The District recognizes and accepts the fact that technology is in a constant state of change and duly accepts the responsibility for providing our students and teachers with the most up-to-date information and resources. The anticipated challenges include: funding, time constraints, and diversity of skills and knowledge. Addressing these continues to be a factor that we faced in previous plans. The

2013-18 Master Plan (Mandated by KRS 156.670) is the most recent plan developed

by the Office of Knowledge, Information and Data Services for the Kentucky

Education Technology System (KETS) and the District commits to the

implementation of this plan.

http://education.ky.gov/districts/tech/kmp/Pages/default.aspx

Current Technology and Resources

To implement the 2016-2017 Technology Plan, the Somerset Independent

School District recognizes the following Areas of Emphasis, as well as observations

concerning the resources:

1. **Capacity Building and Enhancement of Staff and Resources**

   Encourage and support development of technology leadership capacity at the school level.

   Manage Network Components for the most efficient service

   Evaluate resources and services, using that data to Ensure Effective Implementation and Integration of Technology

   Promote and support STLP as part of the school level effort to build technology capacity.

2. **Efficiency and Governance**

   Continue Centralized Purchasing

   Maintain and Enhance Asset Tracking

3. **Anytime, Anywhere, Always-On, Differentiated Teaching and Learning**

   Enhance current Network via Wireless Solutions with Management Solutions

4. **Data-Driven Decision-Making for Teachers and Administrators**

   Support Data Management Solutions

Capacity Building: Enhancement of Staff and Resources
Maintenance and Support

Beginning in 1992, when district, state, and local plans focused on increasing the number of workstations and building the technology infrastructure, students benefited greatly. Program funding was devoted to the initial purchase of technology components, the hardware and systems were new, and the ongoing maintenance costs were relatively low. However, over the past few years, funding for education technology has decreased, the infrastructure has aged significantly, and costs for maintenance have increased.

The usefulness of the educational technology infrastructure decreases when it is not kept up-to-date. Old workstations are often incapable of running modern applications or providing students with acceptable access to current instructional resources.

When making significant new investments in technology, total cost of ownership including support, maintenance and replacement costs must be considered in addition to initial purchase costs. Our district will only derive the full benefit of the workstations when these costs are planned for and managed.

The quantity of technology devices implemented in schools has grown significantly beyond the number of computers student use. Interactive classrooms, personally owned device use, digital cameras, readers, assistive technology along with the variety of operating systems increase the work load for personnel. Managing the support needs of schools can become overwhelming. Delays in repairs and service has a direct impact on instruction and meeting student needs. This

leads to frustration to all parties. Finding a method to build capacity in this area, is

a growing issue.

<u>The People</u>

Skilled and talented technical staff is required to operate, maintain and plan for technology in our schools. The success of new and existing education initiatives will require adequate numbers of properly trained people to operate and maintain them long after they are implemented. Multiple in-house or outsourced technicians are required to sustain state and district-level hardware and services for the Somerset Independent School District.

School-based support includes installation and configuration of workstations and applications; operation, repair and maintenance of workstations and servers; and troubleshooting and security. These tasks are only a few of the ones that local support staff focuses on every day.

There is an important distinction between technical support staff and TRTs (Technology Resource Teachers) or the TIS (Technology Integration Specialist). Technical support staff possesses technical skills and certifications, but are not necessarily familiar with curriculum or instruction. TRTs and TIS provide leadership and vision in the use of technology to support the learning and education process. Somerset Independent has a need for a TRT/TIS to move our district forward through technology integration as students move toward proficiency.

<u>KETS Engineers</u>

KETS Engineers are the field-based technology leaders of the Office of Education Technology (OET/KIDS). They support the instructional, administrative and planning efforts of our district through direct, face-to-face work with district leadership including superintendents, district technology coordinators/chief information officers and other district technical staff. They serve as the primary point of contact for customer relations and resource management for the district as well as KDE.

<u>Office of Education Technology (OET)/KIDS(Knowledge, Information, Data Services)</u>

Providing educational technology across an entire state is a complex undertaking. It requires leadership and a long-term vision that considers both improved teaching and learning through the appropriate use of technology, the efficient and cost-effective use of shared services and improved statewide educational technology equity.

The provision of shared services is based on the proven concept that combining need and leveraging that need will reduce costs and provide improved service levels. In addition to these benefits, the central delivery of these services reduces administrative costs over time. The same can be said for engineering and instructional consulting services that are provided on a regional basis to the districts from the state level and for related services that may be provided from the district to the schools.

OET/KIDS combine its resources with school and district educational technology providers to complement their hard work and determination with OET's educational technology vision.

<u>Student Technology Leadership Program (STLP)</u>

The mission of STLP is to advance individual student capabilities, to motivate participating students to learn, and to create leadership opportunities using technology.

STLP provides students with marketable technology skills and experiences. It prepares them for the workforce as they address their schools' technology support needs and empowers students to use technology to learn and achieve.

Schools may choose to use STLP for some of their technology support, but a large amount of adult operations and maintenance talent is required to lead these services for our district. We have implemented an STLP Program at our middle school and the high school. Our goals include expanding this program to the elementary and increasing the participation at our high school.

Efficiency and Governance

This Technology Plan addresses the recommendations of stakeholders

including teachers, principals, students, parents, business leaders and policymakers

in the areas of efficiency and governance.

- Teachers, students and administrators are hampered in their use of educational technology by older equipment and narrow bandwidth.
- With the size and number of new initiatives, a necessity for success will be coordination and collaboration between KDE program offices, school, district, state, and vendors.
- Educational technology service delivery must equitably address districts' varied service expectations and the lack of adequate funding.
- P-12 education has multiple educational technology providers that define, support and implement educational technology initiatives. While they provide many valuable benefits, these groups should focus on developing a coordinated and collaborative approach.
- School, district and state technology providers must provide a unified approach in the management and delivery of educational technology.

The initiatives that have been included in the 2017-2018 plan address, in part, the following summary-level recommendations which we accept as a district:
- Review and revise the process to ensure effective representation in technology decision-making. Provide schools and districts with the opportunity to offer their input and to voice their needs conveniently and consistently.

- Create a unified "voice of education technology" that enables the multiple educational technology providers across schools, districts and state agencies to better serve the students, teachers and educational staff throughout the state.
- Establish a process to coordinate and collaborate. These areas include statewide enterprise applications, workstations, high-speed Internet connectivity, learning and teaching programs, security, policies and change management.
- Leverage all available funding options to upgrade obsolete educational technology and communications infrastructure.

Anytime, Anywhere, Always-On, Differentiated Teaching and Learning

One of the most significant advances in education during the past few years has been the concept of anytime, anywhere, always-on learning. This concept is revolutionary, fundamentally changing the way students, teachers, parents and administrators interact with the district and state's educational program.

In short, anytime, anywhere, always-on learning allows educators to be extremely productive and effective in helping students reach their true potential. However, the concept requires a solid educational technology platform. In order for the students, teachers, parents and administrators to participate fully, they must have access to the proper educational technology tools. The educational technology infrastructure within Somerset Independent School District and Kentucky must be robust and contain certain educational technology components.

Instructional Device or Workstation

The most visible component of the education technology program is a teacher which uses digital technology to effectively and efficiently motivate their students to successful learning. The second most visible is the student instructional device or workstation. It can be a desktop computer, a laptop computer or some type of mobile learning device. Given the economic realities of funds available for the KETS program, this 2017-2018 Plan continues the goal of at least a workstation to student ratio of 6:1 and a 1:1 workstation to teacher ratio.

Somerset Independent will pursue lower workstation to student ratios. Lower ratios provide ease of access to all parts of the curriculum in the classroom and at home. The ideal standard includes one workstation for every secondary student and one workstation for every three elementary students. However, this is a very

challenging target, given the costs of purchasing, sustaining, and maintaining such a large number of workstations.

Mobile Workstations and Wireless Connectivity

In addition to having a 1:1 student to workstation ratio, the district goal is to have mobile workstations connected wirelessly to the Internet with high-speed connections. A wireless foundation will allow students to utilize their laptops to continue their studies, free of the constraints of time and place. Students would have continuous access to not only their documents and course materials, but could easily transport that material back and forth from the classroom to their homes. It is expected that mobile learning devices that use electronic text will eventually replace other print resources, placing even more importance on a wireless environment. To accomplish the mobility of student work and resources, students will need to develop the practice and skills to work in a "Cloud Based" environment.

Equity

The movement toward a 1:1 workstation ratio combined with the proliferation of wireless connectivity goes a long way toward supporting the concept of anytime, anywhere, always-on learning. However, as educational technology changes the way that students learn, we must ensure that the same educational technology does not bring disadvantages to certain student populations. Parity must be a high priority consideration. Computer and Internet access within Somerset Independent must figure prominently in the attempt to protect its young people from being held back because of the "digital divide".

Innovative Devices

The marketplace is full of wireless products, such as cell phones, iPads, Tablets and other innovative devices. Students, in particular, have embraced these products. Some students have shown an interest in using various personally owned devices, to access lectures and other course materials. The educational leadership within Somerset Independent believes that these tools have become a valuable for students in a collaborative and relative environment. Personal devices are a classroom/district management issue, and Somerset Independent recognizes that these devices are here now and can be a tool to support student success.

Intelligent Classroom Design

The Intelligent Classroom design with electronic boards and projectors, mobile devices, wireless access and a low workstation to student ratio shall consider the following from a facilities perspective:

(1) Even in a wireless environment, there may still be a need for wire in the classroom.

For example, projectors, electronic whiteboards, classroom printers, and telephone are traditionally connected via wire. A wire usually connects the wireless access hubs to the local area network.

(2) Projects supported by E-Rate funding has significantly increase their power capacity to handle the new technology.

(3) The number of wireless access points required for student workstations will depend on the school architecture. Most schools may need as many as one access point per classroom. When the current E-rate project is completed in 2016, access points will be available in all classrooms.

(4) The physical space required for classrooms and other instructional areas will be determined by whether the district implements a laptop or mobile device approach and how aggressively the district pursues a lower workstation to student ratio.

(5) Strong consideration should be given to using servers to cache and distribute video to classrooms for more efficient use of network resources. Fully implementing an Encyclomedia type of technology adds the benefits of indexing and ease of access by students and teachers.

(6) An expected steep growth in the use of wireless personal communication devices over the next decade required a policy change that allows these devices to be used in school (BYOD). Teachers and students may begin to use these devices for educational activities as well as for voice communications. Voice communications over the network (a.k.a., VOIP) is also expected to have a great impact on district communications. Currently both Central Office and Hopkins Elementary have Voice over IP.

(7) An electronic board/projector can substitute for a TV in the classroom.

(8) With the emphasis on data collection and adjusting instruction to informal assessment, schools and teachers should consider incorporating handheld voting devices as part of their electronic board and projector purchases and instructional practices.

(9) An improvement in the maturity of voice recognition software will lead schools to examine classroom layout and design for improved sound management. It will become more common for students to interact with their instructional device using voice commands rather than typing.

(10) Internet and desktop conferencing will cause classrooms to move toward more advanced sound systems. The quality of their educational experiences will be enhanced with capabilities beyond that of a speakerphone. Internet and desktop conferences should also be used to enhance communications between schools, colleagues and the community.

Data-Driven Decision-Making for Teachers and Administrators

Today, the demand for access to data to improve decision-making and instruction at the federal, state and local levels continues. The principles of data management in the P-12 educational environment, originally introduced in previous versions of the Technology Plans, remain pertinent and applicable today.

For emphasis and reiteration, these principles are intentionally repeated:

- Data is a strategic enterprise asset and will be managed as such.
- Enterprise-wide processes will be developed to move data collection and validation to the source and reduce duplication and redundancy.
- Data will be moved and made available electronically.
- Stewardship and ownership of the various data will be explicitly identified.
- Data owners will establish procedures and processes that articulate the circumstances under which data will be collected, validated or purged.
- Common data definitions will be established as standards.
- Data reporting to support compliance and assurance with state and federal program requirements will be consolidated.
- Security and authentication policies will be associated with each aspect of the enterprise data model.
- Privacy will be protected.
- Policy-worthy information will be available for decision support.
- Standards will be defined for data collection and end-user reporting tools.
- Those who provide data to the enterprise data management system will be able to use the data management system for their decision support needs.
- KDE will continue the collection and reporting of student and school management information from the schools.
- Framework (SIF) and SIF Zone Integration Services (ZIS) at the vendor provider, school, district office, state and federal levels will be investigated.
- While the concept of a centralized data repository is essential to the enterprise data management system, it should be clear that the intention is not to collect all data into a single repository. Only the data that is essential will be held in the repository.

Curriculum and Instructional Integration Goals

Students in the district will have access to technology tools that enrich and enhance educational opportunities. The seamless integration of technology across the curriculum will be accomplished with the KDE Program of Studies and the Kentucky Core Academic Standards as the driving force toward the ultimate goal of proficiency. The District goal is to have all students performing at high levels on the End of Course Assessments while preparing to be College and Career Ready.

http://education.ky.gov/curriculum/docs/Pages/CCD-2006-(Updated-August-2012).aspx

http://education.ky.gov/curriculum/docs/pages/kentucky-core-academic-standards---new.aspx

Goal 1

Curriculum and Instruction will be enriched via improved technology related services that allow seamless integration of instructional activities for students.

Action Plan: Projects/Activities

Project/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
The district will improve the delivery of educational programs through enhanced network resources.(i.e., VOIP, network connections, wireless access, switches, video, client access licensing, web hosted services)	Teachers, students, administrators and the community will have improved access to district resources.	Curriculum/Lesson Plans, Maps	2017-18	Teachers, Technology Staff	KETS, Local, and USF Funding

			2017-18			
The district will continue to provide technology resources at a ratio better than required by the KETS Standards.	All personnel will have increased accessibility to technology resources and 21st Century Classrooms.	Curriculum/Lesson Plans, Observations, Purchasing Records		Principals, Technology Staff	KETS, USF Funding, Local, Career and Technical	
The district will continue to promote and expand "cloud based" services for student and teachers.	Learning and instruction will be expanded outside the classroom and school hours	Curriculum/Lesson Plans, Observations, Purchasing Records	2017-18	Teachers and administrators	KETS, USF Funding, Local, Career and Technical	
Technology projects, purchase and initiatives will be evaluated on an annual bases. Evidence will be provide the program/ imitative meets the needs and goals established.	More effective and efficient use of time and funding. We can focus on what is working and having the desired outcome that was established.	Program evaluation report.	2017-18	IT staff, administrators and teachers.	No funding required.	

Goal 2

Students will utilize electronic curriculum resources to support the goal of academic proficiency and college and career readiness.

Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
The students will have access to resources via Media Center Management Program.	*Destiny* and *Kentucky Virtual Library* will provide research and media services at all schools and for all students.	Schedules, Curriculum/Lesson Plans	2017-18	Media Specialist, Principals, Teachers	Local

Online programs will provide additional curriculum support for all students	Access to Reading Plus, Accelerated Reader and Dream Box will be provided as appropriate and cost effective	Program Reports, Curriculum/Lesson Plans.	2017-18	Principals, Teachers	Local

Curriculum and Instructional Integration Goals – Evaluation

The seamless integration of technology across the curriculum will be accomplished with the KDE Program of Studies and the Kentucky Core Academic Standards as the driving force toward the ultimate goal of proficiency. The District goal is to have all students performing at high levels on the End of Course Assessments while preparing to be College and Career Ready.

The standards and indicators for successful implementation will come directly from KDE approved curriculum. The review will include: Grading Period Reports (9 weeks), Leadership Meeting Reports (Monthly), CIITS Results (Monthly), EWalk Data (Monthly) and Discovery Ed Data (2 Times a year). These reviews will allow for any adjustments to implementation that need to be made throughout the Technology Plan Period.

Student Technology Literacy Goals

Technology use in the 21ˢᵗ Century has become a vital component of all aspects of life. Somerset Independent students must receive an education that incorporates technology literacy across the curriculum, thereby creating citizens that can responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information. This will improve learning in all subject areas while allowing students to acquire lifelong knowledge and skills in the 21ˢᵗ Century.

http://education.ky.gov/curriculum/docs/Documents/POS%20with%20CCS%20for%20public%20review.pdf

Goal 1

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, to increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes while using computers and other kinds of technology to collect, organize, and communicate information.	Students will meet or exceed the Kentucky Department of Education Academic Expectations 1.11, 1.16	*CIITS* *Observations* *Discovery Ed*	2017-18	Teachers, Principals, Leadership Team	Local

Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects while connecting and expanding knowledge and experiences from different subject areas.	Students will meet or exceed the Kentucky Department of Education Academic Expectations 3.3, 6.1, 6.3	*CIITS* *Observations, Classroom Performance*	2017-18	Teachers, Principals, Leadership Team	Local

Goal 2

Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Students interact effectively and work cooperatively with many ethnic and cultural groups while demonstrating consistent, responsive and caring behavior.	Students will meet or exceed the Kentucky Department of Education Academic Expectations 2.17, 4.3	*Observations, Classroom Performance* *Program Review*	2017-18	Teachers, Principals	Local

Goal 3

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Students use reference tools, research tools, and surveys to find specific information.	Students will meet or exceed Kentucky Department of Education Academic Expectations 1.1	*Observations, Classroom Performance*	2017-18	Classroom Teachers, Principals	Local
Students use critical thinking and creative thinking skills to solve problems, and develop ideas or products.	Students will meet or exceed Kentucky Department of Education Academic Expectations 5.1, 5.2	*Observations, Classroom Performance*	2017-18	Classroom Teachers, Principals	Local

Student Technology Literacy Goals – Evaluation

Technology use in the 21st Century has become a vital component of all aspects of life. Somerset Independent students must receive an education that incorporates technology literacy across the curriculum; thereby creating citizens that can responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information. This will improve learning in all subject areas while allowing students to acquire lifelong knowledge and skills in the 21st Century.

The utilization of mobile devices, smart devices, and new technologies will encourage students to become "literate" in the aspects of technology that directly affect their lives. Across the district we will observe a "Digital Day" that will include aspects of digital citizenship. Our School Technology Coordinators will provide a direct link to ensure that students and staff have the technology resources to support the goals of the Technology Plan. The implementation progress will be monitored monthly via the Readiness Report, BYOD (Bring Your Own Device) Documents, and Observations. The combination of these items with the reviews that address the *Integration Goals-Evaluation* should provide a roadmap for success. Adjustments will be made throughout the process to better ensure effective practices are maintained.

Staff Training/Professional Development Goals

The successful implementation of technology integration requires incorporating appropriate technology training for every employee. State and national standards will be utilized to measure progress on a meaningful basis.

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf

Goal 1

Employees use new and available technology to design, plan, and implement instruction, as well as, a variety of job specific tasks that support student learning.

Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Hands-on, online technology training, and opportunities to attend conferences with technology integration sessions will be available for all certified and classified personnel.	Teachers and staff will have the opportunity to update their technology skills regardless of their level of proficiency, thereby improving student performance.	Professional Development Records, Evaluations, CIITS Records, Lesson/Curriculum Plans	2017-18	Teachers, Principals, Instructional Leaders	KETS, Career and Technical Funds, PD Funds, Local Funds

Goal 2

Employees demonstrate ethical and legal use of technology as they support the instructional opportunities for students.

Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Districtwide observation of a "Digital Day."	Students will be encouraged by the examples of the ethical/legal use they see throughout the district.	Sign-in Sheets, Evaluations, Observations.	2017-18	Instructional Leaders	N/A

Faculty and staff will teach and model digital citizenship.	Student will learn appropriate digital behaviors	Lesson plans and PLC meeting notes.	2017-18	Instructional leaders	N/A

Staff Training/Professional Development Goals – Evaluation

Somerset Independent recognizes the need for professional development that will "move" people forward concerning knowledge and skills. The school professional development plans and the improvement plans will support the technology goals by including training opportunities that will lead to improved instructional resources. This will be reflected in evaluations and observations, as well as in the CIITS records. All reports and budgets will be reviewed at least quarterly and the necessary adjustments will be made to ensure successful implementation.

Technology Goals

To implement the 2017-2018 Technology Plan, the Somerset Independent

School District recognizes the following Priorities of Major Areas of Emphasis:

1. **Capacity Building and Enhancement of Staff and Resources**

   Access to District-wide TRT/TIS Services

   Replace/Update Network Components

   Outsource to Ensure Effective Implementation and Integration of Technology

   Full Implementation of STLP

2. **Efficiency and Governance**

   Continue Centralized Purchasing

   Maintain and Enhance Asset Tracking

3. **Anytime, Anywhere, Always-On, Differentiated Teaching and Learning**

   Expand and Enhance current Network via Wireless Solutions

   Continue 21st Century Classroom Initiative

4. **Data-Driven Decision-Making for Teachers and Administrators**

   Support Data Management Solutions

Goal 1

Capacity Building and Enhancement of Staff and Resources

Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Replace/Update/Implement equipment and services to provide an infrastructure that will maximize efficiency.(VOIP, Wireless, Smart Classrooms, VIDEO/Web Hosting)	Access by students/staff to resources that will support curriculum via seamless integration.	Evaluations, Purchasing Records, Observations	2017-18	Leadership	KETS, USF, Local

Goal 2

Anytime, Anywhere, Always-On, Differentiated Teaching and Learning that is supported with Efficiency and Data-Driven Decisions.

Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Indicator	Timeline	Person(s) Responsible	Funding Source
Expand Resources via Wireless Solutions.	Students and Staff will have greater capacity for learning opportunities with "real-time" access.	Evaluations, Purchasing Records, Observations.	2017-18	Leadership	KETS, USF, Local
Utilize Data Systems (i.e., MUNIS, Infinite Campus, other KDE/District Initiatives) to ensure that decisions are sound.	Resources will be maximized to ensure improved productivity that will maximize instructional resources.	Evaluations, Purchasing Records, Observations.	2017-18	Leadership	Local

Technology Goals – Evaluation

Evaluation

Somerset Independent monitors the implementation of our Technology Plan via several vehicles. These include:

*CDIP

*Readiness Report

District Technology Committee(Minimum of 2 times a year.)

*Technology Activity Report(TAR)

*Personnel Evaluations

*Variety of KDE Reports

Recommendations from all the above resources are considered and changes are made as needed. *State and Federal timelines are utilized on the items as indicated.

Budget Summary

Note: duplicate this page for each year as needed (if a multiyear plan)

1) List the professional development and technologies to be acquired during each year of the agency's plan.
2) List all funding sources for recurring services, anticipated purchases, and professional development.
3) Include the total of all technology resources to support the district's technology initiatives.
4) Note: At least 25% of the funds allocated to an LEA through the Title IID ED Tech Program (Competitive and Non-Competitive), must be allocated for professional development activities.
5) This information will be helpful in completing Item 26D on the E-Rate Form 471.

Acquired Technologies and Professional Development	Ed Tech Competitive Title IID	Ed Tech Formula Title IID	E-Rate	NCLB/other than Title IID	KETS	Other (Specify)
Online/Hands-On Training, and Conferences					$8000	Career and Tech-$3000 PD-$5500
Intelligent Classroom/Mobile & Workstation Initiative					$28,000	Local-$28,000 Career and Tech-$7000 Qualcomm Grant $85,000
Voice Services			GF/USF-$12000			
Software Initiatives					$9200	Local-$10000 CTE $2300
Data/Voice/Video Distribution						
Web Hosting						Local-$3200

			$12,000		$45,200	$144,000
TOTAL			$12,000		$45,200	$144,000

Budget Summary – Narrative

The District anticipates the need for schools to supplement state technology

funding from other sources more than ever before. The following are identified as

potential funding sources:

- Professional Development Funds (can be used for teacher technology training)
- Textbook Funds (can be used to acquire instructional software)
- Local Tax Funds (not technology specific)
- Special Education Funds
- Perkins/Career and Technical Education
- Federal Programs
- Foundation Grants
- Funds from Local Taxes
- Private Donations
- Corporate Grants
- Seek Funds (i.e., setting aside a certain portion of this for technology operations/maintenance/incremental replacement)

Funding for KETS unmet need primarily comes from:

Federal Funds

- No Child Left Behind (NCLB), Enhancing Education Through Technology (EETT)
- E-rate
- New Market Tax Credit

State Facility Construction Funds

State Bonds

KETS Offers of Assistance

Attachments/Appendices (Optional)