

Technology Plan
Bullitt County Public Schools
Shepherdsville, Kentucky



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Executive Summary

Despite its urban and rural atmosphere, BCPS continues to be a leader in preparing students for an ever changing digital world. With present-day instructional practices, closing achievement gaps and ensuring master of standards is highly dependent upon increasing technology literacy of both the teacher and student. Highly qualified teachers who blend the use of technology into their curriculum will directly impact the percentage of students who are technologically literate. We recognize the positive impact of parental involvement on a child's education and have accordingly established various means of communication (digital notifications, school apps, email, webpages, on-line learning, social networking sites, and community outreach programs) which provide anywhere/anytime access to BCPS learning.

The mission of the Bullitt County Technology Department is to provide the most effective and efficient information systems possible to empower the students, faculty, and staff to help meet our goals as a learning community. Bullitt County Schools has built a robust and reliable infrastructure over the past several years. All schools are connected by 90 miles of high speed fiber optic cable. We have a state of the art data center located at the Bullitt County Schools Central Office, with an auxiliary emergency diesel-powered electric generator. In addition, we have deployed a VoIP phone system in all schools, as well as our Central Office, Transportation and Maintenance facilities. In order to increase communication with parents and the community, we have implemented updated district and school websites with embedded emergency and news notification alerts, school apps, digital news, teacher websites, social media sites, and an emergency notification system within the student information system (voice/email/text) to keep everyone up-to-date with the most recent information regarding district events and news items. We strive to provide the latest technology and resources for the students, faculty and administration of our district; including mobile and virtual learning. Increasing this accessibility for all stakeholders will allow BCPS to provide the students with the most marketable technological skills to compete in a dynamic global economy.

In order for students to gain technological competencies and to be contributing citizens in an evolving digital society, they must receive an education that incorporates technology literacy at all levels as shown in the strategies listed below. Using teaching and learning standards as a foundational basis, all Bullitt County Public Schools technology learning goals and strategies describe activities that support academic achievement. This academic achievement shows our focus on college and career pathways. Students will be immersed in authentic, engaging instructional practices, and project based technologies that align with their college and career focus. Engagement in the curriculum at all levels is enhanced when instructional technology is routinely incorporated into daily lessons.

Planning Process and Methodology

This plan was developed through a committee process involving stakeholders from across the district. Members of the Technology Department, including the CIO, LAN/WAN Engineer, and Technology Integration Specialists (TIS) gathered information to formulate this plan. Members of Central Office staff, the Special Education Department, and a representative group of principals, teachers, library media specialists, parents, and students reviewed the plan. Feedback was considered and added as appropriate. The plan will be evaluated and measured against the goals stated within to ensure successful implementation. This plan is reviewed and revised on an annual basis.

To achieve the goals and strategies outlined in this plan, educators must have varied opportunities for ongoing and continuous training in the integration of technology tools to ensure equity of learning and access for all. In order for teachers to keep pace with the digital natives within an ever-changing digital society, they must seamlessly implement technology into their daily instructional practices. The BCPS strategies describe activities that improve the capacity of all teachers in the schools served by the district to integrate technology effectively into curriculum and instruction.

In accordance to the Kentucky Academic Standards and International Society for Technology in Education (ISTE) Standards, our strategies for BCPS students and teachers will foster a community of technology-rich citizenry. Throughout the implementation of this district technology plan, the Technology Integration Specialists will provide teachers with technical and curriculum support, fostering a technology-rich learning environment. They will utilize the technologies to which the teacher is most accustomed while looking for integration points and promoting the teachers' rationale and reflection about future technology implementation practices. Various strategies and activities that the TIS team will support throughout this integration process will help move staff members to a higher performance level and students to technological proficiency.

Current Technology and Resources

While we have expanded our technology resources in recent years, many challenges still remain. We have expanded our 1:1 Chromebook initiative (Access 24), by providing Chromebooks to 6th through 12th grade students. The district has allocated KETS funds to elementary schools to purchase desktops or Chromebooks, and most have chosen Chromebooks over the past year. In addition, Elementary schools have purchased additional Chromebooks and most are reaching the 1:1 ratio in 3rd-5th grades. We continue to seek grants and new funding sources to provide the foundation for our continued success.

Secondary schools are decreasing their dependence on desktop computers, since most summative and formative testing companies now support Chromebooks. We continue to use desktop computers for Project Lead the Way (PLTW), Robotics, Digital Literacy, Business, etc. The district will continue to support those programs as funds are available, however the need for desktops should decline since students now have Chromebooks.

Moving forward, we will take our KETS allocation to supplement lease payments for our Chromebooks (excluding interest). We will also earmark funds for networking infrastructure, teacher computers and software. The remaining funds will be allocated to schools based on per student capita and will be left to the school's discretion on whether they use the funds for district approved desktop computers, Chromebooks or other devices.

Starting with the 2018-19 school year, nearly all network hardware components have been completed. Having dense wireless coverage at all schools will continue to enhance instruction through mobile computing. In addition, we are supplementing with additional wiring, switches and connectivity hardware for all schools to increase network capacity where previous needs have not been met.

We have made tremendous gains with the help of the Federal eRate program, which has provided funding at 80% for most network upgrade expenditures over the past four years. Our district has five Technology Integration Specialists, one network engineer, and six computer technicians who serve the twenty-four schools in our district.

The Technology Integration Specialists (TIS) provide job-embedded district-wide technology professional development for teachers. The TIS Team provides coaching and feedback through co-teaching, modeling lessons, and one-to-one planning support for classroom technology implementation. In addition, they provide monthly professional learning sessions on the needs of teachers and schools. The TIS' also work directly with schools and participate in PLC's (professional learning communities), staff meetings, and teacher work days to further support the teachers throughout the district. Three of our district TIS' work directly with high schools and middle schools on the 1:1 Chromebook initiative while the other two TIS' support elementary schools in technology integration. All TIS' have spent extensive hours preparing staff and students for using G-Suite and other tools for successful 1:1 implementation. Professional development has been an integral part of the TIS' growth plans every year as we continue to implement technology into instruction. Our teachers are embracing the many new technologies and other resources which will continue to benefit instruction.

Some of our current resources include:

- Digital Signage System serving all district schools
- 1:1 Chromebook Classrooms
- District-wide G-Suite Implementation
- Distance Learning through Google Hangouts/YouTube Live, and other online resources
- 100% of teachers have desktops, laptops or Chromebooks, and in some cases, both.
- 2:1 (or better) student to computer ratio (classroom, mobile carts and computer labs)
- Job-embedded and after hours professional development opportunities
- On-demand training materials (technology website, Google Classroom)
- Interactive Classrooms (Eighty-five percent of district classrooms are equipped with a projector, interactive whiteboard, interactive projectors, interactive TV, document camera, and/or voice enhancement system.)
- STEAM
- Project-Based Learning Classrooms
- Use of technology for RTI
- TIS' co-teaching and integrating technology
- Differentiated Instruction and Personalized Learning
- Online Learning/e-Learning opportunities
- Assistive Technology
- State-of-the-art security systems
- Building Access Control Systems
- Centralized HVAC Controls and Utility Management
- Voice-over IP Phone Systems
- Computer labs at most district schools
- Chromebooks / laptop carts in elementary schools
- 1:1 Chromebooks in the high schools and middle schools
- Mobile Wireless Coverage for all schools
- Personal Devices are allowed to be used during the instructional day for educational purposes
- Digital Citizenship Resources; integration into curriculum
- Online Work Order and Student Management System

Curriculum and Instructional Integration Goals

Goal 1

Instructional staff will improve technology awareness and consistently implement technology into their daily instructional practices.

Action Plan: Projects/Activities

Project/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
Explore and continue to implement keyboarding opportunities for all students by the time they enter the secondary level.	Students will be prepared for using computers for writing, research and project based skills that align to the KY Standards.	Learning Plans and Curriculum Maps	Ongoing	Assistant Superintendent for Student Learning, School Leadership	Local School Funds
Facilitate the continued implementation of components for Interactive Classrooms	Increased student engagement, differentiated teaching, and mobile learning.	Classroom Observations, Training Opportunities, Staff Input Surveys	Ongoing	CIO / DTC, TIS, Administrators, and Instructional Staff	KETS, Capital Outlay, District Funds
Implement Personalized Learning within daily instruction.	Increased student engagement and lesson integration opportunities.	Classroom Observations, Assessment Results	Ongoing	CIO / DTC, TIS, Administrators, and Instructional Staff	District Funds
Use of instructional video will continue to be implemented.	Increased student achievement, engagement, and differentiation through classroom instruction that is technology rich.	Student Products, Usage Reports, Learning Plans, Classroom Observations	Ongoing	Instructional Staff, TIS, Administrators	KETS, District Funds

Project/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
Curriculum is enhanced by technology tools so that instruction becomes more student centered.	Students will become active producers rather than passive learners.	Administrative observations and evaluations	Ongoing	School Administrators	Fund 1, SBDM Funds, Grant Funds
Technology integration strategies will incorporate Kentucky Academic and ISTE Standards with aligned professional learning opportunities.	Increased student engagement, differentiated instruction and overall student proficiency.	Student Products, Classroom Observations	Ongoing	Instructional Staff, TIS, Administrators	District Funds
Continue to provide professional learning opportunities on approved software, web applications, G-Suite, flipped/blended, multimedia, and assessment tools.	Instructional staff is better prepared to integrate applications into instruction, while increasing student and parental accessibility, communication, and involvement.	Instructional Plans, TIS Reports, Professional Learning Opportunity Attendance, Usage Reports, Monitoring by District Leadership	Ongoing	Instructional Staff, TIS, and Administrators	District Funds
Expand and explore Computer Informational Technology program opportunities to college and career pathway students.	Develops critical thinking while preparing for the technical work-force or furthering educational opportunities.	Achieved Certifications, Progress through Formative Assessments	Ongoing	Instructional Staff, TIS, Administrators	District Funds, Perkins, Local School Funds

Project/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
eLearning will allow students to follow programs tailored specifically to meet their individual needs.	Students can engage in credit recovery, dual credit or take courses not offered in the standard curriculum without the usual restrictions created by a standard schedule.	Enrollment in non-traditional (i.e. independent, online learning) courses.	Ongoing	CIO/DTC, Instructional staff, Asst. Supt. for Learning, School administrators	District Funds, Grants and Local School Funds
Continue to implement mobile devices into daily instruction. (See Access 24 website for more information) http://bcpsaccess24.weebly.com/	Develop a real world learning connection and student engagement that will encourage proper utilization and use of available technology.	Learning plans, observations, walkthroughs, student achievement.	Ongoing	CIO/DTC, Instructional Staff, TIS, STLP, STC, Asst. Supt. for Learning, School Administrators	KETS Funds, District Funds, Grants and Local School Funds
Continue to develop and implement technology rich curriculum into innovative programs.	Develop student engagement that will encourage the proper use of available technology while focusing on a college/career pathway.	Observations, walkthroughs, learning plans, student achievement.	Ongoing	Assistant Supt. for Learning, Director of Secondary Education, Instructional Staff, DTC/CIO	District Funds, Grant Funds and Local School Funds
Develop a program that works to enable all students in grades K-12 to achieve computer science literacy as an integral part of their educational experience.	Students from kindergarten through high school will learn computer science and be equipped with the computational thinking skills they need to be creators in the digital economy.	Observations, walkthroughs, learning plans, student achievement.	Ongoing	CIO/DTC, Instructional Staff, TIS, STLP, STC, Asst. Supt. for Learning, School Administrators	District Funds, Grant Funds and Local School Funds

Curriculum and Instructional Integration Goals – Evaluation Questions and Responses

- 1) Development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies.

We implemented a technology component that consisted of programming and certification opportunities to help encourage College and Career Readiness in the area of technology as well as give students a differentiated (specialized) learning path. Web conferencing technologies have also been implemented throughout the district with use of mobile devices that allow students and teachers to reach beyond the classroom walls and possible limitations in district resources.

- 2) How are these goals for using advanced technology to improve student academic achievement aligned with the Kentucky Core Academic Standards and goals for College/Career Readiness?

Our students will be prepared for using technology tools and resources for writing, research, and project-based skills that align to the KY Academic Standards and meet the goals for College/Career Readiness. By increasing technology access and usage, we are developing critical thinking skills while preparing our students for the technical work force and possible educational opportunities that require a high level of technological expertise.

- 3) Our evaluation process will enable the district to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise. Indicators and accountability measures will be used to evaluate the extent to which activities are effective in integrating technology into the curricula and instruction and enable students to meet challenging state academic standards.

Detailed learning plans that follow district curriculum maps are used to document progress. These plans must adhere to KY Academic Standards and evidence such as student work, assessment, and items posted on their individual websites must demonstrate mastery of each of the KCAS. Digital projects are a huge component in the KY Academic / ISTE Standards and true integration of technology must be evident when observations take place. Career certification documentation is also an indicator of the district's progress toward raising student and teacher academic achievements.

- 4) In our evaluation process, we will use data from indicators listed above.

If goals are not met then a plan will be created to meet the remaining goals. Data obtained from these goals will come from observations, academic achievements, and technology planning and usage and will be shared with appropriate personnel and stakeholders as needs arise.

Student Technology Literacy Goals

Goal 1

Increase technology use in the classroom to improve student engagement and achievement.

Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
Support the use of G-Suite for universal access.	To provide universal access to students' work.	Observations, Usage Logs, Google Admin Console	Ongoing	CIO/DTC STC's / TIS Principals Teachers	District Funds
Promote a digital learning environment; thereby conserving consumable resources.	Provide universal learning in a digital environment.	Observations	Ongoing	CIO/DTC STC's / TIS Principals Teachers	District and Local School Funds
Continue to support the Student Technology Leadership Program (STLP).	Increased student engagement, involvement, motivation, and collaborative techniques.	Regional and state competition participation, and student products	Ongoing	Instructional Staff, TIS, STLP Leaders, Administrators	District Funds and Local School Funds
Use of Assistive Technology tools on the Chromebook and other mobile devices support student engagement and achievement.	Increased special education student achievement and overall proficiency.	Observations, Assessments, Student Products, Learning Plans, ILPs, IEPs, 504s	Ongoing	Special Education Staff, Admins, TIS, Assistive Technology Consultant	District, Local and School Funds

Strategy/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
Support the use of approved instructional/educational software to meet the individual needs of teachers/students. Ensuring all new software purchases meet data security and copyright criteria.	Increase Student Proficiency and differentiated instructional practices.	Student Products, Student Usage Assessment, RTI Reports	Ongoing	Instructional Staff, TIS, Administrators, RTI Coordinator	District Funds
Incorporate education for all students on Digital Citizenship. Also see the District Acceptable Use Policy (AUP). Digital Driver's License at the Secondary level and Library Media Specialists covering the Elements of Digital Citizenship at the elementary level.	Increased incorporation and self-monitoring of digital citizenship to become productive and responsible users of digital technologies (Ribble, 2007).	Classroom Observations and formative assessments, Curriculum reports, Learning Plans, DDL Dashboard	Ongoing	Instructional Staff, TIS, and Administrators	District Funds / Curriculum Department
Provide Internet filtering to maintain compliance with the Children's Internet Protection Act (CIPA).	Encourages students to become responsible Internet users. Our goal is to limit internet filtering and enforce appropriate use, while continuing to restrict inappropriate material under CIPA.	Monitoring of the school's internet activity can be provided upon request.	Ongoing	DTC, School Technology Coordinators and School Leadership	District Funds,

Strategy/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
District technology audit to evaluate procedures and protocols for protecting district data and improve security.	To prevent data loss, and ensure district data is identified, user access is defined and backup procedures are adequate and secure. Develop strategy for inventory of data, and limit user access to only those that need access.	Report of finding from data audit	7/1/18 to 6/30/19	DTC	District funds

Student Technology Literacy Goals – Evaluation Questions and Responses

- 1) How the steps and activities being implemented assure that students are meeting the expectation of technology literacy by graduation.
We are supporting, facilitating, and implementing learning opportunities to support individualised learning. Students receive instruction in digital citizenship as evidenced by the successful completion of the Digital Driver's License . Technology literacy by graduation will be achieved through the continuous implementation and integration of technology in the KY Academic and ISTE Standards.

- 2) How do these goals support the ISTE standards?.
These goals support the ISTE standards because they provide universal learning for our students across multiple mobile learning platforms and devices. Increased incorporation of technology critical thinking, communication, collaboration, and creativity skills into learning plans and aligned with the KY Academic standards help develop a technologically literate student.

- 3) The instructional materials or electronic resources needed to support strategies.
Instructional resources are provided by the Technology Integration Specialists as well as monthly Professional Learning Opportunities that specifically align to technology embedded standards in the KY Academic Standards. Documentation and accessible resources can be found on the District Technology website.

- 4) The process for gathering and using data from indicators listed above and what actions will be taken if expected results are not met. With whom will the data be shared?
Data obtained from these goals will come from observations, academic achievements, and technology planning and usage. This data will be shared with appropriate personnel and stakeholders as needs arise.

Staff Training/Professional Learning Goals

Goal 1

Schools will be encouraged to develop a technology plan that aligns with and adheres to the district technology plan (goals and strategies).

Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
School technology purchases will adhere to district technology plan by providing an instructional need, ongoing professional learning for full integration, and a plan for technological support that meets the district infrastructure.	New technology hardware and software is fully integrated into instructional practices and used regularly to meet learning goals.	Evaluating purchases to show effective and efficient use of technology integration tools, Usage Reports, Professional Observations	Complete before June 30, 2019	CIO/DTC, TIS, Administrators, Instructional Staff	KETS, District Funds and local school funds

Goal 2

Job-embedded and program specific professional learning opportunities will be provided to district and school leadership by the TIS team on an as needed basis through one-on-one meetings or large group presentations.

Action Plan: Strategies/Activities

Strategy/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
Provide regular technology related professional learning opportunities throughout the school year that align with KY Academic and ISTE Standards.	Professional learning opportunities increase instructional staff and administrator technology proficiency.	Professional Learning Attendance, Evaluation Surveys, Professional Observations, and TIS Reports	06/18-07/19	CIO/DTC, TIS, Administrators, Instructional Staff	District Funds
Provide professional learning opportunities in collaboration with the student learning department which includes instructional coaches, assistive, special ed, gifted and content area specialists.	Professional learning opportunities increase instructional staff and administrator competencies.	Professional Learning Attendance, Evaluation Surveys, Professional Observations, and TIS Reports	06/18-07/19	CIO/DTC, TIS, Administrators, Instructional Staff, Student Learning Department (Staff)	District Funds
Provide Google Certification exposure and opportunities for successful certification.	Professional learning opportunities increase instructional staff and administrator competencies.	Professional Learning Attendance, Evaluation Surveys, Professional Observations	Ongoing	TIS, Student Learning Department	Grants, District funds

Strategy/Activity	Instructional Outcome	Evaluation	Timeline	Person(s) Responsible	Funding Source
Assistive Technology Consultant, in collaboration with the Technology Integration Specialists, will provide professional learning opportunities to appropriate staff.	Professional learning opportunities increase instructional staff and administrator competencies.	Professional Learning Attendance, Evaluation Surveys, Professional Observations, and Assistive Technology Reports	6/18-7/19	CIO/DTC, TIS, Administrators, Instructional Staff, Special Education Department (Staff), Assistive Technology Consultant	District Funds
Purchase of new technology hardware and software by schools which will be required to incorporate training and ongoing support from the district.	New technology hardware and software is fully integrated into instructional practices and used regularly to meet learning goals.	Professional Development Attendance, Usage Reports, Professional Observations, and TIS Reports	Ongoing	CIO/DTC, TIS, Administrators, Instructional Staff	District Funds, Leasing and SBDM funds

Staff Training/Professional Development Goals – Evaluation Questions and Response

- 1) What is the current ability level of staff to utilize knowledge gained through technology professional learning opportunities?
Technology Integration Specialists spend many hours with teachers to increase fluency in instructional technology. TIS' also spend time with the teachers modeling tools and resources that align with and meet the embedded technology components in the KY Academic and ISTE Standards. Monthly technology professional learning opportunities are made available to staff members that need and want additional training, resources, and tools to help meet the technology and KY Academic / ISTE Standards.
- 2) What are the topic(s) and nature of the training to be made available to staff?
All technology trainings are aligned to KY Academic / ISTE Standards, 1:1 instructional integration, personalized learning, and project-based learning that will meet the individual student needs.
- 3) What methods will be used to provide the training (e.g. just in time, after school/summer workshops, train-the-trainer, off-site training, conferences, etc.) and the procedures to document training?
Trainings are provided through monthly after school PD's, summer workshops, train-the-trainer, job-embedded, and one-to-one formats. Training is documented through learning management systems and G-Suite, registration forms, and a certificate of completion.
- 4) The connections between training to be offered and the curriculum goals of the district will be?
All technology trainings are aligned to KY Academic / ISTE Standards, 1:1 instructional integration, personalized learning, and project-based learning that will meet the individual student needs.
- 5) What are the training opportunities for technical staff?
Our technical staff is mainly self-trained; however trainings take place on an "as needed" basis with new or emerging technology developments.
- 6) What are the indicators and accountability measures that will be used to evaluate the extent, to which Professional Learning activities are effective in promoting integration of technology into the curricula and instruction, enhance the ability of teachers to teach, and enable students to meet challenging state academic standards?
As stated in #1, Technology Integration Specialists spend many hours with teachers to increase fluency in instructional technology. TIS' also spend time with the teachers modeling tools and resources that align with and meet the embedded technology components in the KY Academic and ISTE Standards. Monthly technology professional learning opportunities are made available to staff members that need and want additional training, resources, and tools to help meet the technology and KY Academic / ISTE Standards.
As stated in #2 above, all technology trainings are aligned to KY Academic / ISTE Standards, 1:1 instructional integration, personalized learning, and project-based learning that will meet the individual student needs.

Technology Goals – Evaluation Questions and Response

- 1) How will the activities identified above support the district's vision for an up to date, technology-rich educational environment?
By providing professional learning opportunities, continuing the 1:1 Chromebook and bring your own device initiative, updating and upgrading interactive classroom components, and introducing teachers and students to cutting edge web tools, we are providing a technology-rich educational environment that supports college and career readiness.
- 2) What are the technical standards used to ensure compatibility of interconnected systems?
Teachers and Technology Integration Specialists collaborate to develop learning plans that align to the embedded technology components within the KY Academic / ISTE Standards. Our district technology "systems" allow for high level, critical thinking and educational development to take place. The technical standards provide us with a template to build an infrastructure that supports the ever-growing and changing technological world. These interconnected systems allow for global learning to take place and students to achieve high standards of learning.
- 3) What are the technology needs to maintain or enhance the current instructional environment?
Implementation and integration of numerous technology tools and resources play an important role in the education of our students; however, WiFi issues can be a barrier and hindrance in that process. Funds are requested through eRate to finalize the upgrade of network hardware to improve access and increase our mobile/personalized learning and WiFi infrastructure.
- 4) What are the indicators and accountability measures that will be used to evaluate the extent to which technology deployment and support activities are effective in promoting integration of technology into the curricula and instruction, enhance the ability of teachers to teach, and enable students to meet challenging state academic standards?
Technology Integration Specialists spend many hours with teachers to increase fluency in instructional technology. TIS' also spend time with the teachers modeling tools and resources that align with and meet the embedded technology components in the KY Academic and ISTE Standards. Monthly technology professional learning opportunities are made available to staff members that need and want additional training, resources, and tools to help meet the technology and KY Academic / ISTE Standards.

Budget Summary

Acquired Technologies and Professional Development	Title I/Other	KETS	ERATE	Other (Specify)
Technology Hardware Avaya Erate Network Purchase Other district Technology exp			\$45,990	Fund 1 \$426,003.00 \$11,497.48 \$631,510.26
Technology Software				Fund 1 \$265,470.00
Telephone maintenance and services - Other ATT NES-LJES Windstream Verizon AT&T Long Distance AT&T IPFLEX				Fund 1 \$22,000.00 \$3,216.19 \$32,050.94 \$13,316.48 \$820.80 \$17,036.93
WAN connection Nichols and Spring Meadows			\$3,151.68	Fund 1 \$787.92
Departmental Salaries				Fund 1 \$600,000.00
TIS Salaries				Fund 1 \$375,000.00
ShoutPoint				Fund 1 \$15,000.00
Fund 1 KETS Match				Fund 1 \$249,579.00
KETS Offer of Assistance		\$249,579.00		
Lease Schedule for Lenovo				Fund 1/KETS \$288,445.00
Lease Schedule for HP Financial				Fund 1/KETS \$230,743.00
Lease Schedule Insight Financial				Fund 1/KETS \$67,523.00
Construction BLMS				Fund 1 \$350,000.00
TOTAL		\$249,579.00	\$49,141.68	\$3,600,000.00

Budget Summary – Narrative

We strive to ensure a reliable and robust technology infrastructure and we maintain service level agreements on mission critical equipment. We have leveraged Capital Outlay funds through new construction and renovations over the past few years, which was a big boost for where we now stand. Bullitt Lick Middle School is currently under renovation and the district will continue to incorporate interactive TV's, sound enhancement systems, security cameras, access control and other leading edge technologies.

We are fortunate to have a talented staff of technicians and technology integration specialists, which allows us to do many things in-house, without contracting with outside vendors. Our staff are involved with installation of projectors, interactive whiteboards and TV's, security cameras, telephones and door access control. We continue to respond as quickly as possible to all repair needs, especially those where direct instruction is involved, and many issues are resolved remotely.

This will be our third year with a 1:1 Chromebook program, which we call "Access 24". Students in grade 6-12 will receive Chromebooks for classroom instruction. These Chromebooks are leased, and returned at the end of the lease. Funding for this project comes from local district funds, KETS and tax revenues.

We have upgraded all schools with new switches, wireless access points and high speed connectivity to handle the continued growth of network traffic and bandwidth demand. These district upgrades have been funded primarily by the federal eRate program over the past several years. Thanks to continued funding from our KY state legislators for realizing the need for additional internet speeds at schools across the Commonwealth. In Bullitt County, we are the beneficiary of additional bandwidth, which has provided the needed internet speeds for our students.

Budgets are always tight; however, we have a supportive board and Superintendent that always provide most of the funding needed to maintain modern hardware for the students and staff of the district. We are always looking for funding opportunities to expand on what we've already done. Technology is always changing, and keeping up is a challenge, but we will continue to meet those challenges head on for the sake of the kids in Bullitt County Schools.