

# DISTRICT TECHNOLOGY PLAN

**DISTRICT NAME** Fort Thomas Independent Schools

**LOCATION** Fort Thomas, KY 41075

**PLAN YEAR(S)** 2021-2022



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## Planning Team

District Staff	
Mr. Jody Johnson, Director of Technology and Information	Mr. Matthew Winkler, Network Administrator & Johnson Parent
Mr. Bill Bradford, Assistant Superintendent for Teaching & Learning	Mr. Andy Remlinger, Director of Finance
Mr. Andrew Martin, Computer Technician & HMS Parent	Mr. Van Scott, Computer Technician
Building Staff	
Mr. Jason Gay, Highlands High LMS and STC	Ms. Marie Zimmerman, Johnson Elem. LMS/STC & STLP Advisor
Ms. Alicia Wittmer, Woodfill Elementary Teacher and STLP Advisor	Ms. Karrie Chajkowski, Woodfill Elementary LMS/STC
Ms. Stephanie Griffith, Highlands Middle LMS/STC & HHS Parent	Ms. Laura Robinson, Moyer Elementary LMS/STC
Ms. Julie Dashley, Johnson Elementary Teacher and STLP Advisor	Mr. Bill Poff, Highlands High Teacher and STLP Advisor
Additional District Contributors	
Dr. Patrick Richardson, District Psychologist	Ms. Ann Meyer, FTIS Board of Education Chair
Mr. Brian Mercer, District Digital Learning Coach	Ms. Heidi Neltner, District Digital Learning Coach & Johnson Parent
Students	
Oliver Martin, Highlands Middle School STLP Student	Thaddeus Sieverding, Highlands High School STLP Student
Other	
Ms. Amy Shaffer, FTEF Executive Director and HMS SBDM Parent	Michelle Knight, Moyer Elementary Parent

## Previous Year's Strategies Evaluation

In this section include a discussion of the previous year's strategies using the prompts below. Attempt to limit your narrative to the space provided.

*What strategies from last year went well?*

The district has been able to strategically utilize state KETS funding, local matching dollars, and federal E-Rate rebates to begin upgrading our network infrastructure. While the FTIS network hardware is currently sufficient for district needs, the age of its components and evolving technologies will require it receive significant upgrades over the course of the next 4-7 years.

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

The following goals will be kept in the plan for continuation. Some goals from the previous plan have been consolidated for the purpose of brevity and refinement of metrics.

1. Conduct audit of existing networking setups, begin documentation of network infrastructure and develop plan for updates, beginning with district server cluster OS and AP firmware updates.
2. Begin alignment of Kentucky Academic Standards for Technology into existing curriculum standards and promote these standards with all stakeholders (this encapsulates all previous Digital Citizenship strategies in previous plan).
3. Increase participation in STLP by promotion of offerings in curriculum, makerspaces, district initiatives (e.g. PoG opportunities, Launch programming, and business/industry partnerships). This will in turn promote more STEM opportunities, soft skill opportunities within a technology context, and provide more opportunity for PoG artifact collection.
4. Provide professional learning opportunities for teachers at the building and district levels as it relates to digital tool evaluation and effective implementation.
5. Create hiring/resignation workflow that ensures only current staff have active accounts.
6. Evaluate staffing needs, roles, and workflows to determine if DLC, LMS, and technician staffing is appropriate for district initiatives.
7. Create centralized information hub for parents who are receiving multiple messages from multiple venues from multiple schools.
8. Develop a plan to increase opportunities for students to utilize the Kentucky Academic Standards for Computer Science.

*Which strategies are dropping off the plan because you've met them or they aren't relevant now?*

The following goals from the previous plan have been met: The development of a device refresh plan, a district wide networked copier fleet used to reduce individual printer needs, procedure for informing the board of education on annual safety and security initiatives, ability for staff to utilize social media for promotion of student success stories, implementation of On-Line Registration for accuracy and efficiency of parent/student information input, compliance with 701 HB 502 as it relates to staff email address formats, procedure for guest internet access, availability of high quality digital resources, direct involvement of secondary staff in student ILP development, robust opportunity for digital collaboration and community, and an increase in digital educational opportunity for students.

*Needs that emerged after evaluation of the previous year's strategies?*

School-based technology committee feedback and surveys to district staff and students in grades 3-12 were utilized to measure previous goals. From those collective results, some previous goals have been refined to reflect the needs in that feedback. Additional goals emerged as a result of that feedback. The following goals will be included in this year's plan based upon those collective results.

1. Need to conduct audit of classroom technologies across district for existing functionality and development of upgrade plans.
2. Need to replace out-of-warranty student devices to allow technology staff to better respond to non-student device related work orders.
3. Need to establish procedures that provide better communication and work order tracking.
4. Need to provide training to staff and students on ClassLink for purpose of account security and Single-Sign On opportunity.
5. Need to provide training to staff on existing services and subscriptions that can be utilized for effective classroom interaction when presenting.
6. Need to provide additional training to staff on how technology can support PBL concepts while providing a variety of digital and non-digital tasks.
7. Need to implement updated device filtering and monitoring.

## Upcoming Year's Strategies Preview

If this is the first year of a multi-year plan, this section acts more like an executive summary of the plan as a whole. If this is the second or third year of a multi-year plan then aim your discussion to any new strategies or adjustments you are planning for this year.

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

*How did you and the planning team decide on the strategies and/or adjustments for this plan?*

The original intent was to develop a three-year plan following group meetings and discussion throughout the current school year. However, given the challenges of this year, the ability to convene and discuss these topics in a manner thorough enough for that level of forecast was not achievable. For this reason, it was determined the best course of action was to review the progress of the of the 2020-2021 plan, seek input from internal stakeholders about the current state of our technology offerings, then use that data to create a one-year plan for the 2021-2022 school year.

Library/Media Specialists, who serve as School Technology Coordinators (LMS/STCs), were asked to seek input from staff in their respective buildings. All LMS/STCs used the same prompts for discussion but different methodologies for collection, such as through surveys or committee meetings. That information was then combined, coded by the Director of Technology and Information, and is summarized on the next two pages.

Student survey data was also utilized for planning. A survey for students in grades 3-12 was created by the Director of Technology and Information and provided to the LMS/STCs for dissemination. Some data was examined wholistically while other data was broken out by grade bands (i.e. elementary, middle, and high). The results of this survey will be found in the "Student Voice" section of this plan.

Information from both staff and students was used to compare against previous strategies. This process allowed previous strategies to be combined and revised to reflect the current technology environment. This data also produced emerging strategies found in this plan.

The resulting plan should serve as a springboard into deeper discussion as we enter into the 2021-2022 school year when more direct communication and collaboration can be held with additional stakeholders. Planning Team members identified in this plan will convene to develop a two-year plan for 2022-2024 (which also aligns with the end date of the KETS 2018-2024 Master Plan that serves as the guideline for district technology planning).

Library/Media Specialists, who serve as School Technology Coordinators of each building, were asked to get input from their staff members on the following questions. Collected information was provided to the Director of Technology and Information. Information was coded by the director and a summary of this data is provided below.

**Below each of the following questions are the items that were mentioned collectively across all staff reports. Only items that were mentioned multiple times are listed. The order of the items listed is based on the frequency of its mention; in other words, those items that appear at the top of the list were mentioned more frequently than the items at the bottom of the list.**

What technology is currently in place that makes you a more efficient and/or effective teacher?

What technology would you like to see modified or put into place to increase your efficacy?

What technology processes or procedures currently in place impede the teaching and learning process?

What software or service do you consider invaluable to the growth of your students?

Schoology	Schoology and IC syncing*	Wifi instability	Schoology
MacBooks	Updated devices	Lack of tech support	Google Workspaces
iPads	Interactive boards	Device distractions	Seesaw
Google Workspaces	Wi-Fi stability	Classroom sound issues	native Apple apps
1:1 common devices	Technology training	Outdated devices	ClassLink
native Apple apps	Device monitoring software	UN and PW confusion	BrainPop
Apple TV	Better support response time	Lack of training	Adobe Creative Cloud
Adobe Creative Cloud	iPad availability at middle school level (in addition to MacBook)	Inability to monitor devices	SMART Notebook
Classroom TVs			PebbleGo
Seesaw			Nearpod
Microsoft Teams			KYVL
PebbleGo			IXL
Mystery Science			Gimkit
IXL			Mystery Science
Interactive Board			
ClassLink			

\*The district does not have the ability to allow Schoology and IC to sync properly. The “Kentucky Edition” of Infinite Campus is not currently compliant with the protocol that Schoology uses in its sync clients.

For scale score questions, staff were asked to rank opportunity on a scale of 1-5, with 1 being “few opportunities” and 5 being “many opportunities.”

Please indicate how well your school provides opportunities for the following: [Students can be Courageous Leaders]	Please indicate how well your school provides opportunities for the following: [Students can be Creative Problem Solvers]	Please indicate how well your school provides opportunities for the following: [Students can be Curious Critical Thinkers]	Please indicate how well your school provides opportunities for the following: [Students can be Global Communicators]	Please indicate how well your school provides opportunities for the following: [Students can be Empathetic Collaborators]
3.3 district average (tied for lowest)	3.4 district average	3.6 district average	3.3 district average (tied for lowest)	3.9 district average (highest)



How can we increase opportunities for students to be [all PoG competencies]?

*Director's Note: Each school asked for separate responses for each individual competency. However, it became apparent in the coding process that the similarities between all the answers only necessitated collective mentions. In other words, focusing on the strategies listed below will yield increased opportunities for multiple, if not all, the district's Portrait of a Graduate competencies.*

Hands-On Learning	Service Based Learning in the Community	Ownership of Tasks and Decision Making	Authentic Task Completion	“Leader in Me” and “Pillars of Guided Pathways”
Project Based Learning	Cross-Curricular Projects			

*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.*

Based upon student and teacher feedback received January-April 2021, the use of common Apple devices in a 1:1 environment (all students having either an iPad or a MacBook and all instructional spaces equipped with Apple TVs), the use of a common Learning Management System (Seesaw for grades K-2 and Schoology for grades 3-12), and student/staff choice of multiple platforms for creation and collaboration (Microsoft, Google, Apple, and Adobe tools); served as “invaluable” technology in place that supports the teaching and learning environment. **For these reasons, the Director of Technology and Information will work with the Assistant Superintendent of Teaching and Learning, the Superintendent of Schools, and the Board of Education, to ensure the continual update and continuation of technology equipment and services that maintain that environment.**

The district’s Technology Department relies heavily on collaboration with the district’s Digital Learning Coaches (DLCs), Library Media Specialists who serve as building-level School Technology Coordinators (LMS/STCs), and building-level teachers who serve as advisors to the Student Technology Leadership Program (STLP). It is only through this collaboration that district initiatives involving technology can be achieved. Collectively, these individuals serve as the District Technology Committee. **The District Technology Committee will convene for an inaugural retreat this summer to address the district-based strategies identified in this plan. The focal points of this year’s District Technology Retreat will be on the Kentucky Academic Standards for Technology and technology support workflows, although other topics will be included as well.**

The district’s network in existing buildings is comprised of modern hardware and new construction completed this spring will contain hardware that meets the most recent networking standards. Intermittent internet connectivity issues do exist that affect the teaching and learning process. **As a method to determine optimal performance of the network and develop a plan for replacement hardware prior to it going end-of-life, the Director of Technology and Information and the Network Administrator will work with the district’s networking vendor to audit the district’s infrastructure and plan for upgrades.**

All teachers are required to attend 12 hours of the district hosted PD Academy annually. This event allows teachers to choose from a variety of topics that all relate to the teaching and learning process. **This year’s PD Academy offerings will include options for ClassLink (the district’s Single-Sign On and Password Locker software), options to increase interaction with existing classroom displays (e.g. iPevo apps, Notability, SMART Notebook), and methods to incorporate technology into authentic tasks that allow for both digital and non-digital interaction.**

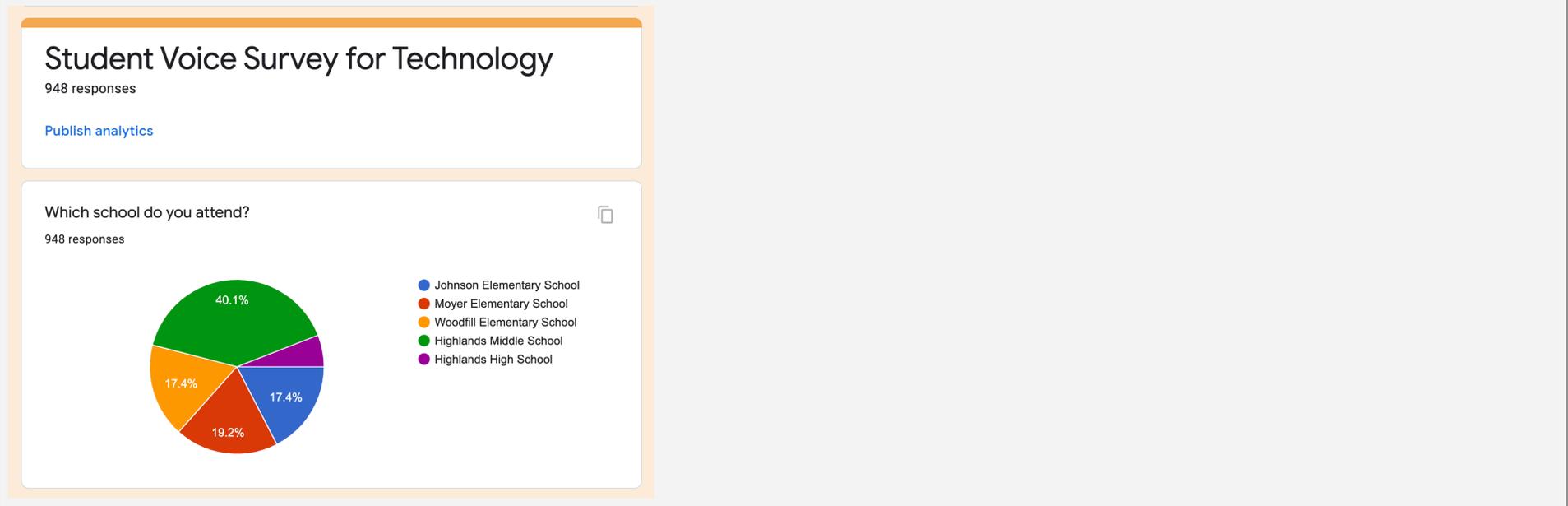
## Student Voice

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)?*

Student feedback was collected through a survey created by the Director of Technology and Information. This survey was distributed to students by the LMS/STCs in each building. At the elementary schools, the survey was only available to students in grades 3-12.

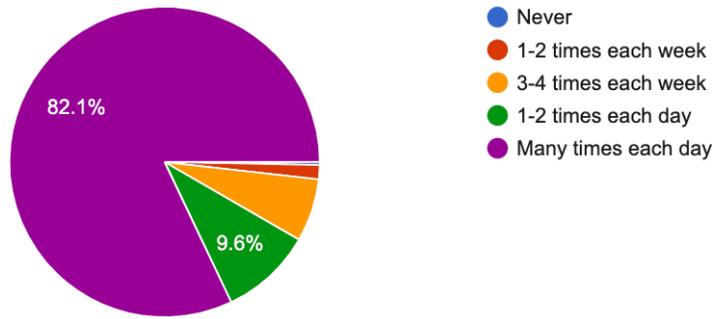
*If you have a method to collect student voice for this purpose, reference specific data points from the collection that were useful in developing strategies for this new plan.*



Device and Application Questions

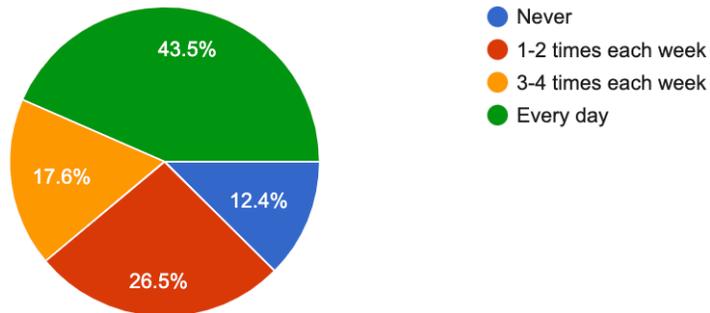
How often do you use your school device (iPad or MacBook) at school for classwork?

948 responses



How often do you use your school device (iPad or MacBook) at home for homework?

948 responses

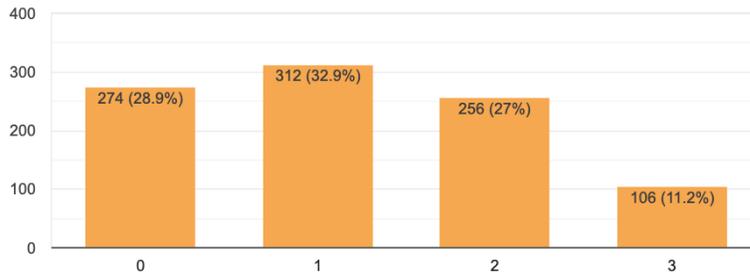


**For the following questions, students were asked to rank their interest on a scale of 0-3 with 0 being “no interest” and 3 “very interested.”**

**Student Technology Interests**

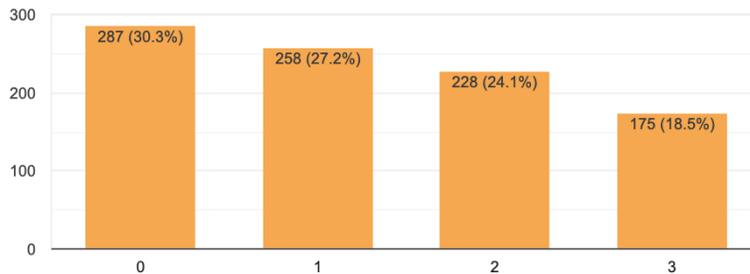
What is your interest in participating in STLP? (Student Technology Leadership Program students create technology based projects and assignments both during and after school - students can also become technology leaders in the school)

948 responses



What is your interest in participating in Robotics? (Robotics students learn how to code robots into doing very specific assigned tasks)

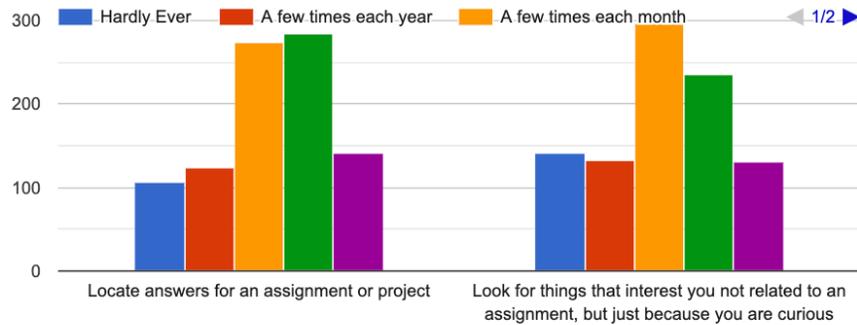
948 responses



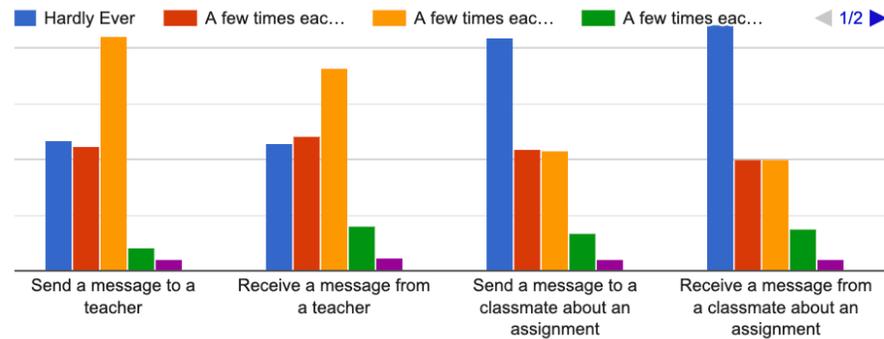
**For the following questions, the GREEN bar represented "A few times each day" and the PURPLE bar represented "Many times each day."**

How often?

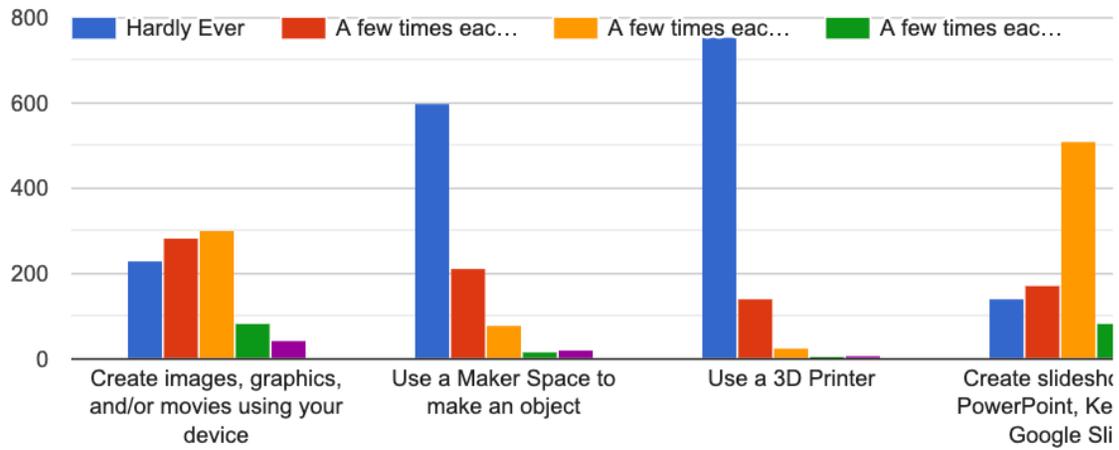
How often do you do the following things with your school device?



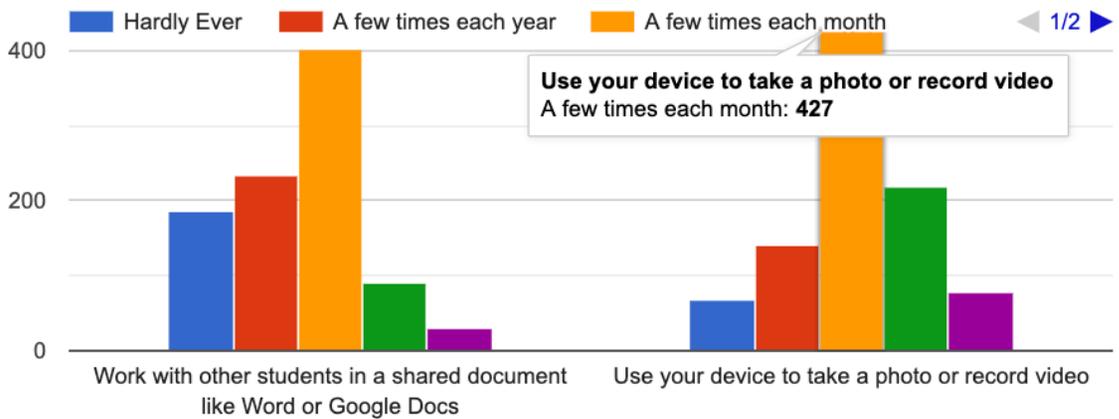
How often do you do the following things with your school device? (this could be in Schoology, email, Teams, etc.)



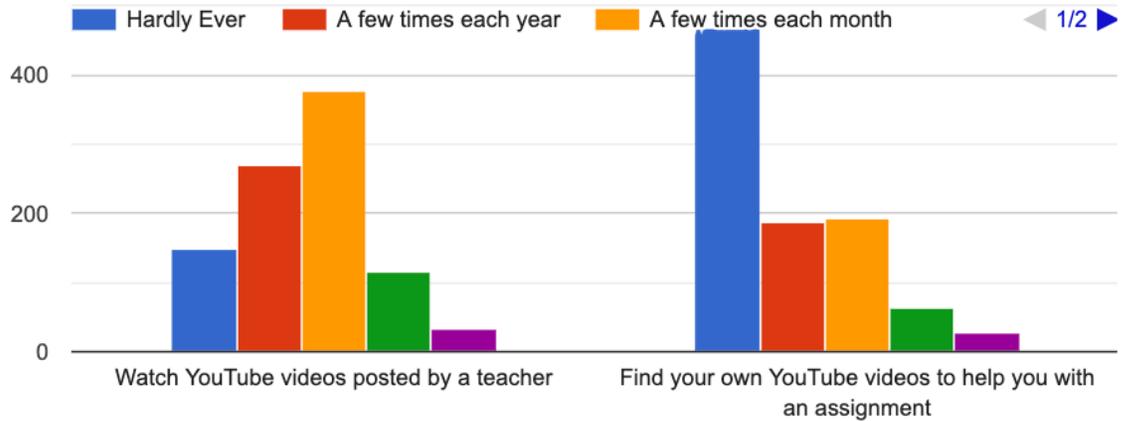
How often do you do the following things?



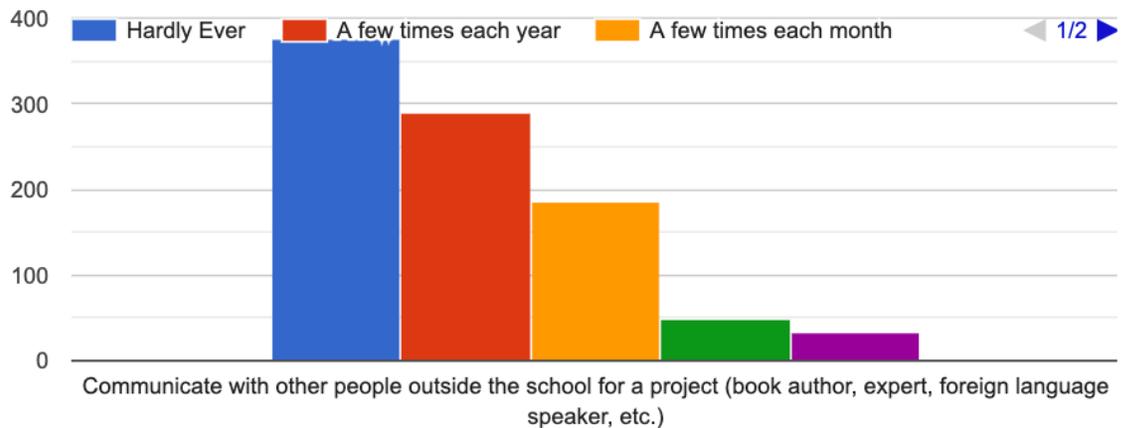
How often do you do the following things?



How often do you do the following things with your school device? (this could be in Schoology, email, Teams, etc.)

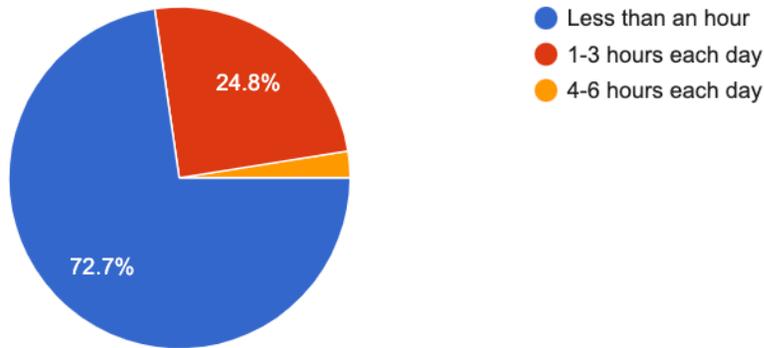


How often do you do OR YOUR TEACHER do the following things with a school device? (this could be Teams, Zoom, YouTube Live, etc.)



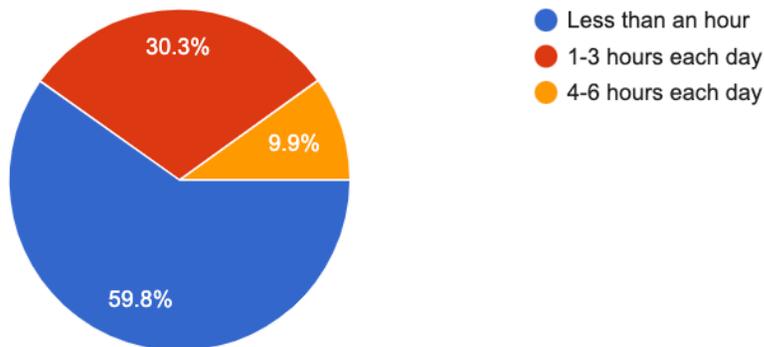
About how much time EACH DAY do you think you spend using your device AT HOME for homework?

948 responses



About how much time EACH DAY do you think you spend using your device AT HOME for personal use (not school related)?

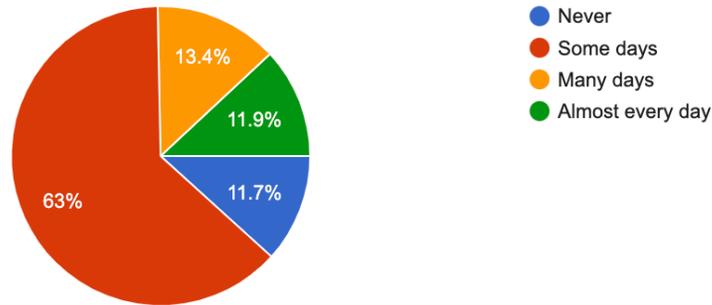
948 responses



Digital Citizenship

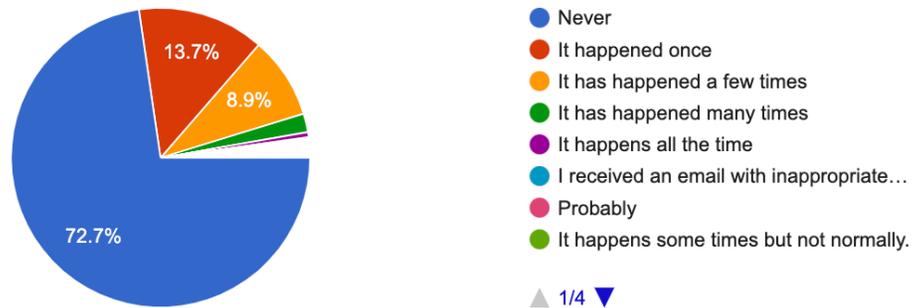
Do you feel like you spend too much time looking at a screen each day?

948 responses



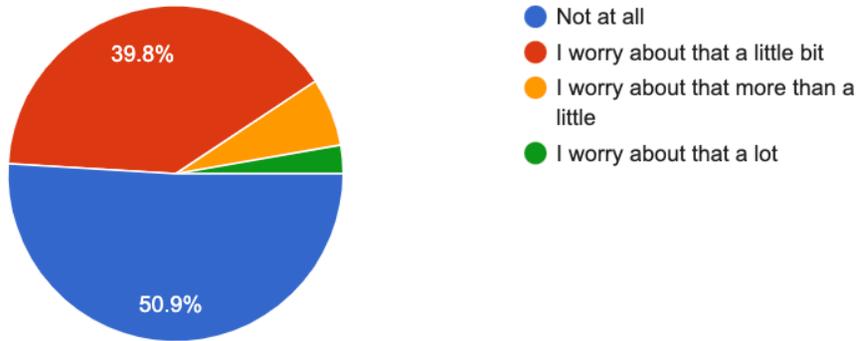
Have you ever received hurtful messages to you on your device through email, Schoology, Teams, or any other messaging program?

948 responses



Do you worry about how much information there is about you online (your digital footprint from accounts and/or social media you or others post)?

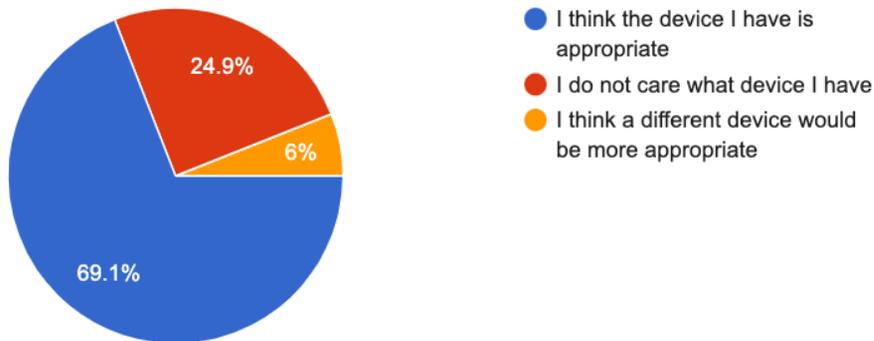
948 responses



Your opinions

Do you think the device you use is appropriate for your learning?

948 responses



*Students were provided a list of district-provided services and subscriptions and were asked to select “ALL the apps you think help you learn.” Below are the responses by grade band showing the number of times a service or subscription was checked.*

## Elementary Students:

<u>APPLICATION</u>	<u>COUNT</u>
BrainPop	446
iXL	440
Schoology	434
NearPod	333
Wonders	299
Everyday Math	286
Pebble Go	274
Minecraft	261
Britannica	250
Google apps (Docs, Sheets, Slides, etc.)	247
Discovery Education	197
Microsoft Word, Excel, PowerPoint, etc.	177
FlipGrid	146
Kentucky Virtual Library (KYVL)	137

**Middle School Students:**

<b><u>APPLICATION</u></b>	<b><u>COUNT</u></b>
Schoology	322
No Red Ink	266
iXL	265
BrainPop	224
Microsoft Word, Excel, PowerPoint, etc.	219
Google apps (Docs, Sheets, Slides, etc.)	217
Mathia	209
Minecraft	201
NearPod	183
Adobe applications (PhotoShop, Premiere, InDesign, Acrobat, etc.)	160
FlipGrid	97
Whooo's Reading	84
Britannica	82
Kentucky Virtual Library (KYVL)	69
TurnItIn	61
Learning.com	57
Adobe Spark	51
Everfi	41
Discovery Education	38

## High School Students:

<u>APPLICATION</u>	<u>COUNT</u>
Schoology	49
Microsoft Word, Excel, PowerPoint, etc.	47
Google apps (Docs, Sheets, Slides, etc.)	46
Adobe applications (PhotoShop, Premiere, InDesign, Acrobat, etc.)	33
Kentucky Virtual Library (KYVL)	30
NearPod	25
No Red Ink	23
Mathia	22
TurnItIn	22
Britannica	18
Minecraft	14
FlipGrid	11
OverDrive	10
BrainPop	8
Discovery Education	7

***The following were optional questions. The answers were grouped together in “like” fashion by grade bands and the top “like” answers for each age group are listed below. The number of “top” answers vary depending on the number of responses provided and frequency of top answers. In general, elementary students were much more likely to answer optional questions which provided more data to evaluate and offered more trends to cite.***

***Please explain what is good about the device you have.***

The top 4 “good” attributes of the assigned device as described by elementary students:

- Size / Portability of device
- Ease of use of device and variety of apps on device
- Touchscreen on device
- Ability to communicate with friends using device

The top 3 “good” attributes of the assigned device as described by middle school students:

- Ability to type quickly using keyboard on device
- Work efficiency of device (ability to produce more content at a faster pace)
- Ability to stay organized using the device

The top 2 “good” attributes of the assigned device as described by high school students:

- Ability to collaborate with classmates using device
- Ability to complete work efficiently on device

***Please explain what your device doesn't allow you to do that you wish it did.***

Top 4 “wants” most often cited by elementary students:

- Physical keyboard
- Apple pencil
- Access to games
- Ability to download any app

Top 3 “wants” most often cited by middle school students:

- Fewer websites blocked
- Touchscreen
- Forward facing camera

Top 2 “wants” most often cited by high school students:

- Fewer websites blocked
- Newer device for faster processing speeds and fewer “help desk” issues due to age

***What are your favorite apps/applications you like to use?***

The top 4 apps cited by elementary students:

- Minecraft
- Schoology
- Sketches School
- Prodigy

The top 3 applications cited by middle school students:

- Schoology
- Minecraft
- Google Workspaces

The top 4 applications cited by high school students:

- Adobe applications
- Google Workspaces
- Microsoft applications

***What other opinions about school technology would you like to share?***

There were no true trends among elementary students as the responses were all encompassing of all opinions. Some students very specifically stated they would rather have a computer while others stated otherwise, such as that the iPads were “the BEST INVENTION EVER!!!!!!” A few commented that they like that they don’t have to write as much on paper while others stated they wish they had more paper assignments. Probably the only standout theme was that multiple students did not like their iPad case.

There was a limited number of middle school responses to this question so there were no standout items. There were multiple mentions of too much time being spent using IXL, poor Wi-Fi reception, and the want/desire to do more hands-on work. While these are all worthy of consideration, the frequency of these mentions was a small percentage compared to the large number of middle school students who completed the survey.

There were not enough responses from high school students to draw any conclusions.

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## 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 36 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)
AA2	<b>Strategy RIE-1:</b> Audit existing network setups, create documentation of network infrastructure, and develop plan for upgrades (beginning with district server cluster operating system and Wireless Access Point firmware) and Disaster Recovery.	Director of Technology and Information Network Administrator Network Vendor Director of Finance	July 2021 - December 2021	N/A	\$0	Reduced number of work orders for Wi-Fi related issues  Network Infrastructure document with multi-year upgrade budget projections  Quarterly service schedules for updates
AA2	<b>Strategy RIE-2:</b> Conduct audit of classroom technologies across district for existing functionality and development of upgrade plans.	Director of Technology and Information Computer Technicians Principals Director of Finance	September 2021 - December 2021	N/A	\$0	Classroom Technology Inventory  Upgrade plans with multi-year upgrade budget projections
AA4	<b>Strategy RIE-3:</b> Implement updated device filtering and monitoring (including ability to monitor device use)	Director of Technology and Information Network Administrator Computer Technicians	July 2021 - December 2021	Local	\$6000	Updated filtering and device monitoring solution(s)



## Data Security, Safety & Privacy

Future Ready Gear

**KETS GUIDING PRINCIPLE** – Security, safety and privacy of student data is a cornerstone of digital learning. Policies and procedures are enacted at the state, district and school levels that work in conjunction for this purpose. Student data are then utilized by data fluent educators for improved decision-making leading to increased learning for students.

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



AA-1

Continue to support districts in securely accessing and managing key student and administrative data sets through improved user experiences, refined data collection processes, continuously updated policies and practices regarding student data security, and timely access to data sets that improve the depth and efficiency of student learning (*Infinite Campus, Early Warning, MUNIS, eTranscripts, School Report Card*)



AA-2

Continue to identify key aspects of data security regularly to build upon the current systems, procedures and policies to remain a leader in mitigating emerging threats (*acceptable use policies, firewall updates, data privacy studies, digital citizenship, content filtering*)



AA-3

Continue to utilize adoption metrics or trending data for planning purposes that allow EdTech leaders to identify what's working and what's not working based upon data quality and evaluate current systems and solutions to determine effectiveness and future direction (*annual auditors, TELL survey, Technology Activity Report, Digital Readiness, Data Quality Study, Data Quality Campaign, BrightBytes, SpeakUp*)



AA-4

Continue to migrate key administrative and student data sets to secure cloud-based services that allow anywhere, anytime secure access for the improvement of student learning (*Infinite Campus, Early Warning, School Report Card, MUNIS*)



AA-5

Continue supporting teacher efforts in taking ownership of digital citizenship skills and education their student in the same skills to foster a secure digital learning environment



AI-1

Educate and support districts in the importance of personnel with duties related to student/staff data quality, security and privacy as well as bringing data privacy to the "radar screen" of teachers/staff (*The People Side of EdTech*)



AI-2

Kentucky K-12 Data systems are first-class but we need to do much better with district using the data available to them as well as providing visual data analytic tools allowing the data to be better understood and more interesting to the average person who does not have a technology and data background

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA5	<b>Strategy DSSP-1:</b> Align Kentucky Academic Standards for Technology into existing curriculum standards and promote standards with all stakeholders.	Assistant Superintendent for Teaching and Learning  Director of Technology and Information  Digital Learning Coaches  Library/Media Specialists  Principals  Classroom Teachers	July 2021 – March 2022 (for framework and initial implementation with focus on “Digital Citizenship Standards”)  *anticipated to be continued in 2022-2024 Technology Plan	N/A	\$0	Framework for embedding Kentucky Academic Standards for Technology into existing curriculum  Documentation of Digital Citizenship standards (suitable for FCC audit of E-Rate requirements)

<p>AI1</p>	<p><b>Strategy DSSP-2:</b> Create hiring/resignation workflow that provides better user account security</p>	<p>Assistant Superintendent for Teaching and Learning  Director of Technology and Information  Director of Human Resources  Computer Technicians</p>	<p>July 2021 – December 2021</p>	<p>Local Funds</p>	<p>\$12,500  *this amount is for bundled solution that includes hiring and recruiting solution</p>	<p>Automated workflow that sends all staff hire and termination data to individuals responsible for creating and closing all district account access  Audit of Infinite Campus and Active Directory accounts will reveal no active accounts for non-employees</p>
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## Budget & Resources

Future Ready Gear

**KETS GUIDING PRINCIPLE** – The Master Plan, as well as district and school technology plans, are aligned to the vision of 21st century skills for students and staff. Revenue streams are aligned to account for the recurring and nonrecurring total cost of ownership to support the 21st century learning environment in a manner that reflects good stewardship of tax dollars to include devices, infrastructure, support, data and human services.

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

-  AA-1
 Continue to maximize local and state education technology expenditures through a system of shared/brokered/managed services
-  AA-2
 Continue use of long-term planning strategies that allow for continuity of initiatives and systems (*ex. Accounting for cost of ownership over the lifespan of equipment so monies are allocated for repairs/upgrades*)
-  AA-3
 Continue to leverage all available state and federal funding opportunities to address required basic cost of living increases, previous budget cuts of basic services, projected growth by districts (*e.g. Internet consumption*) while maximizing education technology programs and initiatives (*Technology Need, E-rate*)
-  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
 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)
AA2	<b>Strategy BR-1:</b> Replace student devices that have gone out-of-warranty to decrease device repairs and related work orders (decreasing instructional downtime and improving response time for staff work orders).	Board of Education Director of Technology and Information Network Administrator Computer Technicians	July 2021 – December 2021	ESSR Funding Local Funds	\$458 per elementary school device; \$1028 per secondary school device	Reduced number of student device work orders  Analysis of work order system will show faster response times
AI1	<b>Strategy BR-2:</b> Invest in work order service that provides better communication and work order tracking for end-users.	Director of Technology and Information	July 2021- August 2021	Local	\$0-\$5000  *Attempt to utilize a non-paid version of service	Collect survey data in March 2022 to determine end-user satisfaction with communication and work order tracking.
AI1	<b>Strategy BR-3:</b> Provide additional training and reappropriate tasks and define workflows for common school-based technology work orders.	Director of Technology and Information Administrative Assistant to District Directors Digital Learning Coaches Library Media Specialists	July 2021 – August 2021	Local	\$5000 for additional Schoology automation and additional site admin.	Collect survey data in March 2022 to determine end-user satisfaction with work order response time and solution accuracy.



## Partnerships

Future Ready Gear

**KETS GUIDING PRINCIPLE** – Connecting students and educators to the local and global community is a key factor to student success. The Master Plan will continue to provide opportunities for trusted relationships to build those connections as well as increase communication and transparency with shareholders, including families, districts, vendors, regional education collaboratives, postsecondary institutions and business/industry, in support of student learning and preparation beyond K-12.

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



AA-1

Continue to build trusted relationships with shareholders (families, districts, partners) that will reduce risk as well as increase transparency and communication (*districts, vendors, higher-education, regional cooperatives*)



AA-2

Continue to utilize avenues of communication with shareholders allowing pertinent information and dialog to further student learning efforts (*Webcasts, BrightBytes, Technology Activity Report, KETS Service Desk, Office of Education Accountability studies, independent studies, etc.*)



AA-3

Continue to utilize tools engaging postsecondary institutions, community members, districts and families in student learning and life after K-12 (*eTranscripts, School Report Card and Dashboard tool, Infinite Campus parent and student portal, KDE Open House, Digital Readiness Survey*)



AI-1

Partner with postsecondary pre-service teacher and principal programs to provide support in candidate preparation



AI-2

Encourage postsecondary institutions to host STLP events and /or more fully maximize the opportunity to showcase the university and its programs while students are on campus

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	<b>Strategy P-1:</b> Create centralized information hub for announcements and other important informational notes from individual schools.	Assistant Superintendent for Teaching and Learning  Director of Technology and Information  Administrative Assistant for Teaching and Learning  Principals	July 2021-December 2021	N/A	\$0  *use of existing services	Collect survey data in March 2022 to determine parent satisfaction with district communication methods and collection.
AA1	<b>Strategy P-2:</b> Collaboration between Technology Department and Fort Thomas Education Foundation to discuss grants and strategic funding.	Director of Technology and Information  Digital Learning Coaches  Network Administrator  Computer Technicians	August 2021-March 2022	N/A	\$0	Bi-annual meeting for discussion



## 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 ( <i>empowering students through technology with STLP, IT Academy, etc.</i> )
 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 ( <i>based on International Society for Technology in Education standards</i> ) 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 ( <i>online formative assessment tools, interim based assessments, and summative assessments</i> )
 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)
AA2	<b>Strategy DCIA-1:</b> Create and execute 2021-2022 STLP Plan that promotes student opportunities for leadership, competition, makerspace projects, and partnerships with outside organizations.	Director of Technology and Information  STLP Advisors	July 2021 – March 2022	Local	\$2500 for supplies and travel expenses	Increased number of students participating in planned STLP events (projects, products, and competitive events).  Increased number of business and industry partnerships working directly with student population.  Portrait of a Graduate artifacts that include STLP related projects and products.
AA3	<b>Strategy DCIA-2:</b> Create Career Pathways that provide opportunity for exposure to KAS for Computer Science through course offerings at HMS and HHS	Assistant Superintendent for Teaching and Learning  Director of Technology and Information  HMS & HHS Principals  Digital Learning Coaches  HMS & HHS SBDM Councils	September 2021 – December 2022	Local	*Need to determine if additional staffing will be necessary	Increase in number of students enrolled in a Career Pathway that utilizes Kentucky Academic Standards for Computer Science.

AI1	<p><b>Strategy DCIA-3:</b> Revise, expand, and consolidate training resources on digital tools that support technology standards; determine redundant and/or unavailable resource needs.</p>	<p>Director of Technology and Information  Digital Learning Coaches  Library Media Specialists</p>	<p>July 2021 – March 2022</p>	Local	<p>\$5000 for PD registrations and travel expenses</p>	<p>Develop “Roadmap of Resources” for teachers to assist with locating tools and resources.  Collect survey data in March 2022 to determine staff satisfaction with digital tool resources and availability of digital tools needed to satisfy technology standards.</p>
AI1	<p><b>Strategy DCIA-4:</b> Identify and align digital tools and resources with curriculum documentation.</p>	<p>Assistant Superintendent of Teaching and Learning  Director of Technology and Information  Digital Learning Coaches  Assistant Principals  Teachers</p>	<p>August 2021- March 2022  *it is anticipated that this documentation will lead to additional evaluation of tools in the 2022-2024 Technology Plan</p>	N/A	\$0	<p>Documentation of which digital tools and subscriptions support district created curriculum.</p>



## **Personalized Professional Learning**

*Future Ready Gear*

**KETS GUIDING PRINCIPLE** – Digital learning expands the access to quality strategies and experiences for educators beyond the traditional methods of professional development. A culture of digital collaboration, workflow and relationships allows educators to build skill sets and instructional best practices with colleagues globally. This approach of increased access and flexibility for professional learning ultimately leads to greater success for students.

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



**AA-1**

Continue building a culture of digital collaboration and connected digital relationships that allow administrators to support and encourage the use of digital tools by staff for professional learning



**AI-1**

Provide district with guidance and support to determine crucial learning needs of teachers resulting in more professional learning opportunities related to digital learning tools

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AI1	<b>Strategy PPL-1:</b> Provide training on ClassLink and encourage staff and student use of Single-Sign On (SSO) and password lockers for efficiency and account security.	Director of Technology and Information  Digital Learning Coaches  Library Media Specialists	July 2021 – August 2021	Local	\$10,250  *existing subscription that includes additional services such as automated student account creation and subscription rostering	Increased usage of ClassLink as determined by ClassLink analytics tool.  Collect survey data in March 2022 to determine staff and student satisfaction with SSO and password locker availability.
AI1	<b>Strategy PPL-2:</b> Provide training to staff on existing services and subscriptions that can be utilized for effective classroom interaction when presenting.	Director of Technology and Information  Digital Learning Coaches  Library Media Specialists	July 2021 – December 2022	N/A	\$0	Repository of training resources on existing services and subscriptions.  Collect survey data in March 2022 to determine staff usage and satisfaction with opportunity to provide interactive presentations to classrooms.



## 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)
AI1	<b>Strategy UST-1:</b> Provide resources that promote and foster Project Based Learning (PBL) activities that expand beyond the classroom.	Assistant Superintendent for Teaching and Learning  Director of Technology and Information  Digital Learning Coaches  Principals  Library/Media Specialists	July 2021 – March 2022 (for initial implementation)  *anticipated to be continued in 2022-2024 Technology Plan	Local	\$5000 additional money for supplies in addition to existing technology	Portrait of a Graduate artifacts that include authentic tasks, student voice/choice, cross-curricular concepts, and other PBL attributes
AI1	<b>Strategy UST-2:</b> Investigate barriers (e.g. management, connection, behavior) for utilizing personal devices to supplement/compliment district devices.	Director of Technology and Information  Digital Learning Coaches  Principals	August 2021 – March 2022  *anticipated that investigation will lead to actionable strategy in 2022-2024 Technology Plan	N/A	\$0	



