

DISTRICT TECHNOLOGY PLAN

DISTRICT NAME Fort Thomas Independent Schools

LOCATION Fort Thomas, KY 41075

PLAN YEAR(S) 2022-2024



fortthomas.kyschools.us

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Planning Team

District Staff	
Jody Johnson, District Technology Coordinator (DTC) / CIO / Parent	Andrew Martin, District Computer Technician / Parent
Heidi Neltner, District Digital Learning Coach (DLC) / Parent	Patrick Richardson, District Psychologist
Kevin Hester, District Network Administrator	Andy Remlinger, District Finance Director
Chris Martin, District Computer Technician	Bill Bradford, Assistant Superintendent for Teaching and Learning
Building Staff	
Stephanie Griffith, Highlands Middle School LMS	Alicia Wittmer, Woodfill Elementary School STLP Advisor
Karrie Chajkowski, Woodfill Elementary School LMS	Marie Zimmerman, Johnson Elementary School LMS
Bill Poff, Highlands High School STLP Advisor / Parent	
Additional District Contributors	
Lisa Duckworth, Board of Education	
Students	
Thaddeus Sieverding, Highlands High School Student	Oliver Martin, Highlands High School Student
Other	
Amy Shaffer, Fort Thomas Education Foundation / 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?

Although not as many goals were met as anticipated by the time of this review, a good deal of positive progress has been made on the strategies overall. Among the strategies that have had the most significant impact are those surrounding the updating of student devices and the progress on updating our networking infrastructure. Another strategy that is underway and expected to have a significant impact is the forecasting of classroom hardware updates. The technology department has begun the process of meeting with principals to determine the needs of each individual building.

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

Supply chain issues, microchip shortages, and a significant turnover in the technology department over the summer significantly delayed many of the strategies we had intended to implement by the time of this review. For this reason, many of the strategies from the previous plan will be revised to reflect the progress that has been made and continued into this proposed 2022-2024 Technology Plan.

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

All student devices have been refreshed using a new Mobile Device Management system and a new internet filtering solution has been put into place. All strategies related to these items will be removed or revised to reflect these implementations.

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

It was recommended by the committee that surveys should be expanded to recent graduates of our high school to determine what high school preparations were sufficient for their post-secondary training and where gaps of preparation exist as it relates to technology integration. A strategy was included in the Digital Curriculum, Instruction, and Assessment gear to reflect this emerging need.

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 Technology Planning Committee met face-to-face twice to review progress on the current plan and to review Spring 2022 survey results from students and faculty. Small groups within the committee were established and assigned individual Future Ready gears. Each small group decided which strategies had been met and which needed to be continued. Each small group created additional strategies based upon survey results.

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.

Results from teacher surveys and discussion from committee members indicated a strong need for dashboards to better communicate apps, applications, tools, and other resources that are available to satisfy specific needs. This plan calls for the creation of these dashboards and the development process will likely determine if a single or multiple dashboards are created. These dashboards should more clearly identify how teachers can better integrate technology resources into curriculum and instruction. An additional use of this/these dashboards will be connections to business/industry supports and STLP opportunities. Offerings of theme-based professional learning is also included in this plan and it is believed that the dashboard access will call attention to the need for additional learning opportunities for staff.

The 2021-2022 Technology Plan called for an audit of our existing network infrastructure. The implementation of that strategy has revealed a need for an updated network core and access points in order to provide better security, performance, and troubleshooting of issues. The stages of those upgrades are included in this 2022-2024 Technology Plan.

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)?

Students in grades 3-12 were invited to participate in a district-created survey. The Director of Technology and Information created the survey based upon suggestions from the Technology Planning Committee, as well as, information that related specifically to the “Empowered Learner” concept in the Kentucky Academic Standards for Technology. This concept will be an area of focus for the 2022-2023 school year.

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.

Students across the district indicated they have the opportunity to demonstrate many Empowered Learner skills; however, the results did indicate there was still room for noticeable improvement. This plan includes a strategy to provide a specific, track-oriented Professional Learning opportunity that will focus on the Empowered Learner concept from the Kentucky Academic Standards for Technology.

The survey of students and teachers also showed some conflicting viewpoints of how technology is effectively integrated into classroom instruction. The thought that this might be related to implementation differences suggests that purpose, usage, and best-practices needs to be more transparent to instructional leaders. This also suggests that a more formalized ROI analysis of subscription-based applications be conducted on an annual basis. The 2022-2024 Technology Plan addresses these needs through professional learning opportunities and budgetary analysis.

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)*

Robust Infrastructure & Ecosystem

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	Strategy RIE-1 <i>Partially-Met / Revised Strategy:</i> Ensure accurate documentation of network infrastructure and disaster recovery method(s)	DTC/CIO Network Administrator	Begin: 7/1/22 Evaluate: 12/1/22 End: 3/1/23	Na	Na	Updated Network Infrastructure and Disaster Recovery Documentation including revision dates
AA2	Strategy RIE-2 <i>Partially-Met / Revised Strategy:</i> Audit classroom hardware technologies across district to include forecasting and upgrade plans	DTC/CIO Technicians Principals	Begin: 7/1/22 Evaluate: 11/1/22 End: 12/1/22	KETS Technology Department Budget	\$10,000 for misc. parts, repairs, and updates during audit process	Classroom Technology Inventories Upgrade plans with multi-year upgrade budget projections
AA4	Strategy RIE-3 <i>Partially-Met / Revised Strategy:</i> Provide classroom management functions to teachers via Mobile Device Management (MDM) solution.	DTC/CIO Technicians STCs	Begin: 9/1/22 Evaluate: 10/1/22 End: 11/1/22	Na	Na *This is an included feature with current MDM	Successful implementation of classroom management functions through MDM
AA1	Strategy RIE-4 <i>Emerging Strategy:</i> Modern network infrastructure to include security-enhanced Fabric technology and up to date access points.	DTC/CIO Network Administrator	Begin: 7/1/22 Evaluate: 2/1/23 End: 12/1/23	E-Rate KETS Technology Dept Budget	\$500,000	Fabric Network Core Installation Wireless Access Points installed at the current or previously current standard



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

Data Security, Safety & Privacy

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	Strategy DSSP-1 <i>Revised Strategy:</i> Alignment of Kentucky Academic Standards for Technology into existing curriculum standards and promote standards with all stakeholders.	DTC/CIO DLCs LMSs	Begin: 7/1/22 Evaluate: 7/1/23 End: 3/1/24 *Expected to revise strategy and continue into 2024-2026 Technology Plan	Na	Na	Professional Learning opportunities for all technology standards with emphasis on “Empowered Learner” concept in 2022-2023 Professional Learning opportunities for all technology standards with emphasis on “Digital Citizenship” concept in 2023-2024 Collection of revised documentation of Digital Citizenship standards suitable for FCC audit of E-Rate requirements by March 2024
AI1	Strategy DSSP-2 <i>Revised Strategy:</i> Revised hiring/resignation workflow to provide better user account security	DTC/CIO Director of Human Resources	Begin: 7/1/22 Evaluate: 9/1/22 End: 10/1/22	Na	Na *Already included in existing Frontline subscription	Workflow routing in Frontline Central tied to Recruit & Hire processes Same-day account creation and account disables within Active Directory / Azure Active Directory services and Infinite Campus



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

Budget & Resources

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	Strategy BR-1 <i>Revised Strategy:</i> Robust work order service that provides sufficient resources, communication, and work order tracking for end-users.	DTC/CIO Network Administrator Technicians	Begin: 7/1/22 Evaluate: 2/1/23 End: 3/1/23	Technology Department Budget	\$2500 for Jira Service Management Subscription	Collect survey data in February 2023 to determine end-user satisfaction with communication and work order tracking.
AI1	Strategy BR-2 <i>Revised Strategy:</i> Additional training opportunities and reappropriated task assignments determined by repeated and common school-based technology work orders.	DTC/CIO Network Administrator Technicians DLCs STCs & LMSs	Begin: 7/1/22 Evaluate: 2/1/23 End: 3/1/23	Na	Na	Collect survey data in February 2023 to determine end-user satisfaction with work order response time and solution accuracy.
AI4	Strategy BR-3 <i>Emerging Strategy:</i> Annual ROI evaluation of subscription-based services and applications.	DTC/CIO Assistant Superintendent for Teaching and Learning DLCs LMSs	Begin: 2/1/23 Evaluate: 3/1/23 End: 3/1/23	Na	Na *ROI evaluation tools are included in current Lightspeed, Jamf, and ClassLink subscriptions	Implement an annual ROI review with established procedures and data sets.



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

Partnerships

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	Strategy P-1 <i>Revised Strategy:</i> Centralized information hub for announcements and other important informational notes from individual schools for better parent/guardian/community communication.	DTC/CIO Assistant Superintendent for Teaching and Learning Principals	Begin: 7/1/22 Evaluate: 7/1/23 End: 3/1/24	Na	Na *Dashboard can be created utilizing existing resources	Centralized information hub for important community information Collect survey data in February 2023 to determine parent satisfaction with district communication methods and collection.
AA1	Strategy P-2 <i>Revised Strategy:</i> Collaboration between Technology Department and Fort Thomas Education Foundation (FTEF) to discuss grants and strategic funding.	DTC/CIO FTEF President or designee	Begin: 9/1/22 Evaluate: 12/1/22 End: 3/1/23	Na	Na	Established semi-annual meetings



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

Digital Curriculum, Instruction & Assessment

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	<p>Strategy DCIA-1 <i>Revised Strategy:</i> 2022-2024 STLP Plan that promotes student opportunities for leadership, competition, makerspace projects, and partnerships with outside organizations; across the curriculum.</p>	<p>DTC/CIO</p> <p>Principals or designees</p> <p>DLCs</p> <p>LMSs</p> <p>STLP Advisors</p>	<p>Begin: 7/1/22</p> <p>Evaluate: 7/1/23</p> <p>End: 3/1/24</p>	Na	<p>Na</p> <p>*Dashboard can be created utilizing existing resources</p>	<p>Increase in number of students entered into competition from 2022 through 2024</p> <p>Centralized STLP@FTIS hub that displays student artifacts and business/industry partnerships</p> <p>STLP Advisor for every school</p>
AA3	<p>Strategy DCIA-2 <i>Revised Strategy:</i> Create, promote, and reduce barriers to pathways that provide opportunity for exposure to Kentucky Academic Standards for Computer Science in grades K-12.</p>	<p>DTC/CIO</p> <p>Assistant Superintendent for Teaching and Learning</p> <p>Principals or designees</p> <p>DLCs</p> <p>LMSs</p> <p>STLP Advisors</p>	<p>Begin: 9/1/22</p> <p>Evaluate: 9/1/23</p> <p>End: 3/1/24</p>	Na	Na	<p>Increased number of Computer Science standards introduced at elementary schools and middle school</p> <p>Increased number of students enrolled in a Computer Science Career Pathway at Highlands High School</p> <p>Increased number of dual-credit opportunities that expose high school students to Computer Science standards</p>

<p>AI1</p>	<p>Strategy DCIA-3 <i>Revised and Combined Strategy:</i> Digital dashboard for staff that outlines all technology resources (including, but not limited to subscriptions) along with their curricular purpose, support options, and alignment with Kentucky Academic Standards.</p>	<p>DTC/CIO Assistant Superintendent for Teaching and Learning DLCs LMSs</p>	<p>Begin: 7/1/22 Evaluate: 7/1/23 End: 3/1/24</p>	<p>Na</p>	<p>Na *Dashboard can be created utilizing existing resources</p>	<p>Technology Resource Dashboard containing all technology resources, support options, and aligned Kentucky Academic Standards (content area, technology, computer science, and library media).</p>
<p>AI1</p>	<p>Strategy DCIA-4: <i>Emerging Strategy:</i> Use data from recent Highlands High School graduates to determine technology practices and resources that need revision and modification.</p>	<p>DTC/CIO HHS Counselors DLCs</p>	<p>Begin: 12/1/22 Evaluate: 12/1/23 End: 3/1/24</p>	<p>Na</p>	<p>Na *Survey can be created and distributed utilizing existing resources</p>	<p>Future technology plan(s) containing strategies based upon data from recent HHS graduates.</p>
<p>AI1</p>	<p>Strategy DCIA-5 Emerging Strategy: Increase the opportunity for students and teachers to collaborate with non-district professionals in business and industry.</p>	<p>DTC/CIO Assistant Superintendent for Teaching and Learning DLCs</p>	<p>Begin: 9/1/22 Evaluate: 9/1/23 End: 12/1/23</p>	<p>Na</p>	<p>Na *Dashboard can be created utilizing existing resources</p>	<p>Dashboard identifying business and industry partners who provide extensions to the existing 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

Personalized Professional Learning

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	Strategy PPL-1 <i>Continued Strategy:</i> Training on ClassLink and encourage staff and student use of Single-Sign On (SSO) and password lockers for efficiency and security.	DTC/CIO Network Administrator DLCs LMSs	Begin: 7/1/22 Evaluate: 2/1/23 End: 3/1/23	Na	Na *ClassLink is an existing resource	Collect survey data in February 2023 to determine staff and student satisfaction with SSO and password locker availability.
AI1	Strategy PPL-2 <i>Emerging Strategy:</i> Provide “track-oriented” professional learning opportunities for teachers.	DTC/CIO Assistant Superintendent for Teaching and Learning DLCs	Begin: 7/1/22 Evaluate: 7/1/23 End: 2/1/24	Na	Na *Professional Learning opportunities can be provided by in-district facilitators and presenters	Track oriented professional learning opportunities in Frontline Professional Growth for staff who wish to learn more about the Empowered Learner concept, in addition to other specific technology topics or themes (e.g. device management, account security, app/application usage) in flexible, school, and/or district offerings.



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

Use of Space & Time

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	<p>Strategy UST-1 <i>Continued Strategy:</i> Provide resources that promote and foster Project Based Learning (PBL) activities that expand beyond the classroom.</p>	<p>DTC/CIO</p> <p>Assistant Superintendent for Teaching and Learning</p> <p>DLCs</p> <p>LMSs</p>	<p>Begin: 12/1/22</p> <p>Evaluate: 12/1/23</p> <p>End: 3/1/24</p>	Na	<p>Na</p> <p>*Repository of artifacts can be collected in an existing resource</p>	<p>Portrait of a Graduate artifacts that include authentic tasks, student voice/choice, cross-curricular concepts, and other PBL attributes.</p>
AI1	<p>Strategy UST-2 <i>Continued Strategy:</i> Investigate barriers (e.g. classroom management, network connections) for utilizing personal devices to supplement/compliment district devices.</p>	<p>DTC/CIO</p> <p>Principals</p> <p>DLCs</p> <p>LMSs</p>	<p>Begin: 12/1/22</p> <p>Evaluate: 12/1/23</p> <p>End: 3/1/24</p>	Na	<p>Na</p> <p>*Technology required for connecting personally owned devices is part of the network core and access point upgrade identified elsewhere in this plan.</p>	<p>Transparent school rules for personal device usage</p> <p>Secured guest access for personally owned devices</p>