

DISTRICT TECHNOLOGY PLAN

DISTRICT NAME Franklin County

LOCATION Frankfort, KY

PLAN YEAR(S) 2021-23



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Planning Team

District Staff	
Jimmy Pack, CIO	Stella Pollard, Instructional Technology Coordinator
Mark Roberts, LAN Technician	Nathan Simpson, Computer Maintenance Technician
Jody Hellard, Computer Maintenance Technician	Edward Foulk, Computer Maintenance Technician
Justin Peavler, Computer Maintenance Technician	John McClain, Computer Maintenance Technician
Building Staff	
Jessica Masters, School Technology Coordinator	Kaylee Sutton, School Technology Coordinator
Kate Osterloh, School Technology Coordinator	Brenda Graves, School Technology Coordinator
Leigh Kuhn, School Technology Coordinator	Carolyn Lynch, School Technology Coordinator
Kim McCoy, School Technology Coordinator	Stephanie White, School Technology Coordinator
Emily Siemens, School Technology Coordinator	Jordon Worley, School Technology Coordinator
Ellen Stevens, School Technology Coordinator	Jovan Bell, School Technology Coordinator
Erin Ford, School Technology Coordinator	Michael Lee, School Technology Coordinator
Additional District Contributors	
John Fields, Assistant Superintendent	
Sharla Six, Assistant Superintendent	
Students	
Other	

Previous Plan Evaluation

What goals were met?

- STLP participation did increase, both with more students participating but more schools as well. FCS was also able to update presentation devices and provide training.
- More elementary students are now using their own accounts as opposed to shared school accounts for logging in and using individual classroom and lab computers and Chromebooks.
- Monitored and improved wireless capabilities to insure uptime and successful technology usage
- Increased usage of wireless hotspots for students with needs at home.
- Increased number of Chromebook devices at Elementary Schools
- Provided reports on a regular basis of technology projects and helpdesk tickets to stakeholders
- Increased use of print management tools to reduce cost and improve effectiveness
- Continued the usage of digital tools and connected educators to provide opportunities for professional development and digital learning
- Increased usage of cloud based resources for more reliable access and ease of use (Clever)
- Planned for phone system upgrades
- Planned for security systems upgrades

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

- FCS did not do any large scale network or wireless updates, as the existing equipment was no longer available. We did, however, begin analysis of new options and applied for USF erate funds to be used for the 2021-22 school year to replace the wireless system.
- FCS has no established system for accessing shared lesson plans and curriculum supplements relating directly to technology skills or usage.
- At this time there is no standard class for middle school students for digital literacy or a method of assessment. The Pandemic altered the options to establish a new curriculum/course.
- Work with the Career and Technical Center on implementation of a program of studies intended to work with COT. Again, the Pandmeic limited the ability to implement this change.

Areas of improvement? Data from different sources (G Suite, GoGuardian, Nearpod) all indicate more usage by staff of usage of digital tools for classroom instruction. Data shows a definite increase in the number of Google Classrooms used as well as the number of posts made by teachers.

Needs that emerged after evaluation of the previous plan? More directed funding on replacement plans of teacher and student PC based workstations need to be established and followed to ensure that devices remain effective for use in instruction and do not become out of date and hinder instruction and productivity.

New Plan Preview

How did you and the planning team decide on the goals for this plan?

Feedback was gathered through informal methods to guide the decisions listed here, using review of the last plan, as well as the goals and commentary included in CSIPs and the CDIP.

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.

FCS will continue to provide both the infrastructure and personal hardware to provide adequate, reliable access to digital learning tools and collaboration. In addition, by working with the schools, we will identify needs for resources and coursework that can be delivered and accessed online throughout the FCS network, and also provide as many of those resources as possible available to as many students as possible while off the FCS network.

With the increased usage of digital resources, we wish to reduce our printing costs and use of materials and plan to do so using available resource management tools.

All of this increase will also provide FCS a chance to demonstrate via data the number and type of support requests and effort needed to sustain such a system.

Student Voice

Personalized student learning allows students to develop deeper learning competencies including critical thinking, using knowledge and information to solve complex problems, collaboration, and communication. Capturing student input about their access to opportunities that build these competencies is key to effective technology planning. Please answer the questions in the space provided below.

Do you currently have a method to collect student responses about the digital learning environment? If so, which tool (ex: BrightBytes, Speak Up, survey created by you or the district, other)?

No, we have no formal process to collect student voice.

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.

KETS Master Plan Areas of Emphasis

Connected to the Future Ready Framework

The Future Ready Framework identifies seven Gears to assist districts in developing a roadmap for student success through personalized student learning and collaborative leadership. The KETS Master Plan has identified 37 Areas of Emphasis connected to the Future Ready Framework and are categorized as either *1) Areas of Acceleration (AA)* or *2) Areas of Improvement (AI)*. The “areas of acceleration” are considered big wins, successes, and major milestones of the KETS are identified for continuation work. The “areas of improvement” address emerging areas based upon growth or decline metrics, research, needs assessments, and reporting by Kentucky school districts.

Use the Areas of Emphasis and Future Ready Framework as a lens to analyze current trends, initiatives, needs and goals of your district. Link the work of this new plan identified by your planning team to the Gears and Areas of Emphasis of the KETS Master Plan on the following pages. There is no expectation to address all 37 Areas of Emphasis of the KETS Master Plan. Any strategy that involves Erate, please include in the Budget & Resources gear. If your district has lease agreements (i.e.; device, fiber, etc.), be prepared to reference the quantity during the final submission process.



Robust Infrastructure & Ecosystem

Future Ready Gear

KETS GUIDING PRINCIPLE – A robust infrastructure is one that delivers the device, network and support needs of staff and students to create personalized learning environments using digital tools and resources.

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



AA-1: Continue to provide nation's first, fastest, highest quality, and most reliable internet access to 100% of Kentucky's public schools



AA-2: Continue to ensure equity and standardization for delivery of device, network, data and support creating best in class staff and student digital experiences AND provide a system of shared/brokered/managed services maintaining low infrastructure costs and providing support structures promoting the use of personalized learning environments



AA-3: Continue to create a culture of digital connectedness through all- the-time, everywhere, always on digital opportunity and access with emphasis on dense Wi-Fi throughout schools (*also including home access, Wi-Fi buses, school and classroom Wi-Fi, etc.*)



AA-4: Continue to encourage the use of instructional programs and administrative processes requiring cloud-based services



AI-1: Improve ease of access for student 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)
AA-2	Monitor and improve wireless capabilities to insure uptime and successful technology usage	CIO, LAN Admin, Vendor Partner	June 2022	Erate KETS General Fund School-based Other	\$5000/year	Helpdesk tickets related to wireless issues will decrease
AA-3	Increased usage of wireless hotspots for students with needs at home.	CIO, STCs	June 2022	General Fund	\$5000 per year	Numbers should increase monthly and by 2022 usage chart should indicate increase










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

DISTRICT TECHNOLOGY PLAN

Franklin County Schools

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)
AA-4	Increase usage of cloud based resources for more reliable access and ease of use (Clever)	CIO, Instructional Technology Coordinator, Director of High Schools	June 2022	General Fund School-based	\$5,000	Available teacher and student resources via the cloud will increase



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*)



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)
AA-2	Plan for security systems upgrades	CIO, DPP, Security Coordinator, Principals, Assistant Superintendent	June 2023	Erate General Fund School-based Grants, Other	\$20,000 per year	Number of cameras will increase, and coverage of exterior doors and high traffic areas will improve
AA-2	Plan for phone system upgrades	CIO, Assistant Superintendent, STCs, Principals	June 2022	General Fund KETS	\$10,000 per year	The number of sites using the integrated VOIP system will increase
AI-1	Provide reports on a regular basis of technology projects and helpdesk tickets to stakeholders	CIO, Technology Staff	June 2021-23	General Fund	\$0	Data and reports will be published and/or delivered on a regular schedule
AI-2	Increase use of print management tools to reduce cost and improve effectiveness	CIO, Technology Staff, STCs, Principals, Assistant Superintendent, Finance Director	June 2023	General Fund School-based	\$20,000 per year	Data will show decrease in usage of paper and click counts



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



AI-3: Build relationships with charter schools to determine policies and procedures related to architecture/design, systems security and privacy, services and reporting requirements

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Increase delivery via video, such as YouTube live streaming	Communications Director, STCs, Principals	June 2021-23	General Fund	\$1,000	Add channels for each school and publish videos



Digital Curriculum, Instruction & Assessment

Future Ready Gear

KETS GUIDING PRINCIPLE – A digital learning experience is fostered by a teacher or coach with the use of rich digital instructional materials that are vetted to the rigor of Kentucky Academic Standards. A robust digital environment provides students with the opportunity to assess their own learning/progress.

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



AA-1: Continue to provide access to instruction digital content which further aligns to the Kentucky Digital Learning Guidelines



AA-2: Continue providing opportunities for students to demonstrate learning connected to and through technology (*empowering students through technology with STLP, IT Academy, etc.*)



AA-3: Continue to finalize and partner with Career and Technical Education (CTE) to promote Kentucky approved K-12 Computer Science Standards and Technology/Digital Literacy Content Standards (*based on International Society for Technology in Education standards*) for ALL students



AA-4: Continue providing access to online assessment tools that allow teachers and administrators to assess student learning, provide timely feedback to students and make curriculum decisions (*online formative assessment tools, interim based assessments, and summative assessments*)



AA-5: Continue to provide districts/classrooms access to digital instructional materials through an equitable of robust digital experience



AI-1: Identify digital content and tools (curriculum, instruction and assessment) designed to have the highest impact and value (e.g. is the technology making or not making an instructional and learning difference?), including frequency of use by teachers and students



AI-2: Create a closer connection with Career and Technical Education to expand information technology and computer science career pathway offerings specifically related to computer programming/coding and increase exams available through IT Academy



AI-3: Play a vital role in implementation of summative online assessment and school report card and dashboard tool of the new assessment and accountability system

KETS AA or AI	Strategy	Person(s) Involved	Anticipated Timeframe	Anticipated Funding Source	Anticipated Funding Amount	How will you know this is successful? (including metrics)
AA-2	Continue to support STLP and provide a fall or spring opportunity for student showcases and local digital products	CIO, STCs, Superintendent	2021-2023	General Fund School-based Other	\$10,000	Evidence of student participation at the event, along with community attendance will be indicators
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	CIO, Instructional Technology Coordinator	2021-2023	General Fund	\$1,000	Data from informal surveys and lesson plans will show frequency of usage.



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)
AA-1	Continue the usage of digital tools and connected educators to provide opportunities for professional development and digital learning	Director of High Schools, Professional Development Coordinator, CIO, Instructional Technology Coordinator	July 2022-June 2023	General Fund	\$10,000 per year	Attendance at events will increase



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)
AA-1	Continue to support resources for all schools in the use of online/virtual coursework	CIO, Curriculum Director	June 2022	General Fund KETS School-based Other	\$50,000	Student completion of coursework along with graduation rates will indicate success